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ABSTRACT

The North York Board of Education's (Ontario) Quality Assurance process ensures planning for and assessment of accomplishment at every level in the system. This report, for 1988-89, is the second Quality Assurance report to be presented to the Board. Twenty elementary schools participated in the school review portion of the study, which focused on school plans/objectives, demographics, programs planning and delivery, plant facilities, and personnel. Secondly, parents and teachers associated with 44 elementary schools were administered perception surveys focusing on curriculum; staff effectiveness; school-community relations; school facilities and climate; and system goals, practices, and beliefs. Program reviews are briefly summarized for subjects in elementary and secondary schools within the province. Results indicate that: (1) parents were generally satisfied with programming, particularly in reading, writing, listening and speaking, and physical education; (2) teachers felt that educational goals were clear, although many felt that goals were not clearly communicated to parents; and (3) teachers felt that students were provided with appropriate opportunities and experiences and monitored well. Recommendations are provided to supervisory officers who act in cooperation with principals. Eighty-six bar graphs are included. (TJH)

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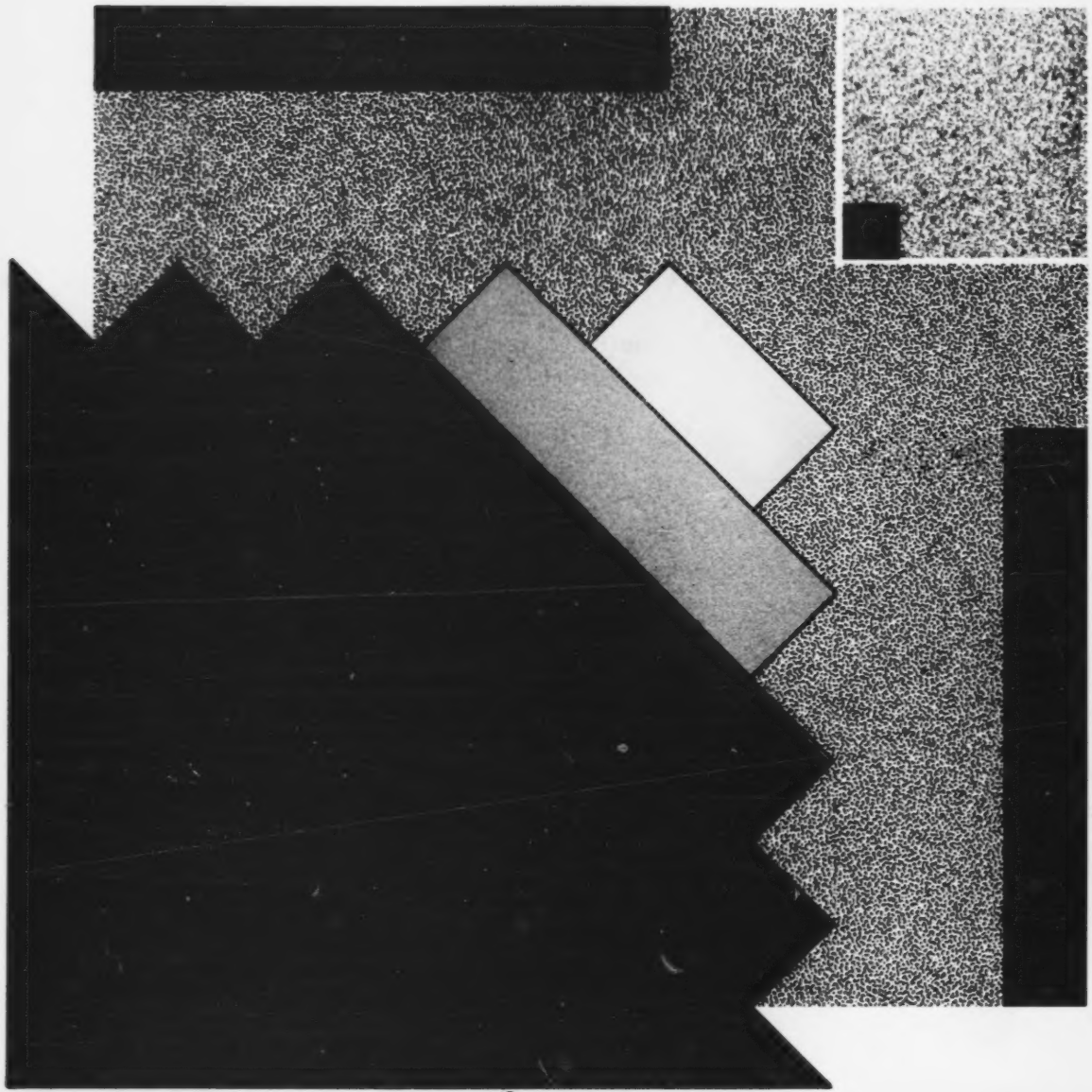
QUALITY ASSURANCE – NORTH YORK SCHOOLS

Assessing and Planning for Achievement August 1989



TM 014522

THE BOARD OF EDUCATION FOR THE CITY OF NORTH YORK

Office of the Director of Education

August 1989

To the Chair and Members
of the Board of Education:

QUALITY ASSURANCE - NORTH YORK SCHOOLS 1988-89

The North York Board of Education's Quality Assurance process ensures planning for and assessment of accomplishments at every level in the system. The intent of the process is that all Board employees will be guided by the following basic beliefs of the North York Board[1]:

1. North York schools ensure that students have the opportunity to develop skills, knowledge, attitudes and values as part of a lifelong learning process

2. North York schools consider that the prime outcome of schooling is **student achievement** in terms of academic, personal, social and vocational growth

3. North York schools ensure that our programs and services encourage the development of self-worth, a feeling of community respect for cultural values and recognition of accomplishment

4. North York schools are sensitive to the needs of students, staff and community, and believe that parents are key members in the educational process

5. North York schools believe that decisions should be made as close as possible to those affected by them.

The Quality Assurance process was proposed in December, 1985 by a committee of supervisory officers in response to a request of the Director of Education. The process reflects concepts discussed in management literature at that time and relies heavily on the work of Edwards Deming and Philip Crosby, internationally renowned consultants in the field of quality improvement. In the subsequent school year, a working committee with representation from the Principals' Associations, the Federations, Professional Associations, and Supervisory Officers, developed an implementation plan for the proposal. Implementation of the proposal began in September,1987.

[1] A Framework for Progress, 1986

The processes used in Quality Assurance in North York allow staff to affirm practices that are achieving desired outcomes and modify those that require adjustment to allow for improved results. Quality Assurance is not an additional program - it is an integral part of effective management practices and reflects the best we now know about planning, managing, and allocating resources.

This report, Quality Assurance - North York Schools, 1988-89, is the second Quality Assurance report to be presented to the Board. The calibre of the work described in this report is a tribute to the many North York staff who have participated including:

- the principals, teachers, and business and operations staff who shared their views about the operation of their schools through both perception surveys and the school review process
- the supervisory officers who carried out the school reviews and have worked with School Advisory Committees in the development of action plans
- the curriculum coordinators who played a key leadership role in the program reviews and the development and implementation of action plans to address needs identified through the review
- the English as a Second Language staff who arranged for the translation of the parent perception surveys into 16 other languages
- the Research and Evaluation Services staff who provided advice and guidance in the development of approaches to gathering data in all aspects of the Quality Assurance process. Particular mention should be made of Dr. Sandra Sangster who worked with principals and supervisory officers to develop and refine the guidelines for conducting the school reviews; Ruth Calman, Sally Erling and Greg Chan who worked with principals, supervisory officers, trustees and parents in the refinement of the perception surveys and the procedures for analyzing and summarizing the results; and Marion Gordon who summarized the findings from the school review reports
- John Byrne, Assistant Superintendent, Downsview/Jefferies Family of Schools and Anne Gibson, Assistant Superintendent, Victoria Park/George S. Henry Family of Schools, who were key advisors in the management of the Quality Assurance process during 1988-89.

In addition, over 7,800 parents participated in Quality Assurance this year by completing perception surveys and through interviews with supervisory officers as part of the school review process.

The report is designed to generate awareness and provide information about the planned approaches to exemplary education for students in North York schools. The report includes descriptions of the procedures used, the findings identified in specific program and school reviews, and actions taken and proposed in response to findings.

IT IS RECOMMENDED:

(a) that the report Quality Assurance - North York Schools I988-89 be received;

(b) that the report Quality Assurance - North York Schools 1988-89 be distributed to all North York schools.

Respectfully submitted,

P.J. CRAWFORD
Chief Research and Evaluation Officer

M.A. JACKSON
Superintendent, School Operations

V. LACEY
Director of Education

QUALITY ASSURANCE - NORTH YORK SCHOOLS

1988 - 89

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QUALITY ASSURANCE - NORTH YORK SCHOOLS

KEY PRINCIPLES

Five key principles guide Quality Assurance in North York schools and are essential for high quality and performance. They are:

i) to identify common understandings
ii) to determine client expectations
iii) to incorporate quality objectives into strategic plans
iv) to allocate resources to quality objectives; and
v) to assess achievement.

i) Common Understandings

Effective organizations establish clear understandings about work. In educational environments this calls for clarity about how programs shall be delivered, how resources support the delivery of programs and the results intended for students. Employees at every level and in every area of the organization should be able to speak about the priorities of their department/school and how the results match the Board's basic beliefs.

ii) Client Expectations

Successful organizations match their service to the needs and expectations of their client groups. North York staff welcome parents as partners in the learning process. They listen to their needs and expectations. They also make every effort to help parents understand the curriculum and to feel free to discuss their child's progress.

Parents of elementary school aged children have been asked to respond to surveys. The results provide a board-wide reflection of parents' satisfaction with their children's education and show the extent to which parents feel they can be involved in the education of their children. Schools have received a school-based summary of the data for parents in their community and will be able to use it to analyze or adjust the direction of school plans. As well, the school will be able to compare its results with the system's.

iii) Planning

"Would you tell me, please, which way I ought to go from here?"
"That depends a great deal on where you want to get to," said the cat.
"I don't much care where ..." said Alice.
"Then it doesn't matter which way you go," said the cat.
"...so long as I get somewhere," Alice added as an explanation.
"Oh you're sure to do that," said the cat, "if you only walk long enough."

- Lewis Carroll
Alice in Wonderland

In the North York school system, managers and those with positions of responsibility plan and set goals with their staffs. System level planning is reflected in **A Framework for Progress**; at individual schools it's reflected in the school plan. Through performance appraisal, North York's principals and supervisory officers provide for a yearly review and, where appropriate, adjustment of school plans. In consideration of Board initiatives and the findings of the reviews, new aims and areas of priority are identified for individual schools and for the Board.

Schools are completing the fourth year of their current plans. In the next year, all principals will focus on assessment of the accomplishments associated with the school plan and shaping its next phase.

iv) Resource Allocation

Using performance management models, principals and supervisory officers can develop strategies for allocating resources to meet the school or system's objectives. The data gathered through the Quality Assurance process allow us to make decisions about where our human and fiscal resources should be placed.

v) Assessment

In every level of the organization, beginning with the classroom, staff are expected to assess their achievements against their original goals. This assessment, the keystone of North York's Quality Assurance process, enables us to measure our success and set future directions.

This Quality Assurance report describes practices used in conducting school reviews, gathering parents' and teachers' perceptions, and conducting system-wide program reviews. Also provided in this report are a description of the findings from the reviews and an indication of how the findings will direct future activities.

SCHOOL REVIEWS

A PROCESS OVERVIEW

This year, as part of North York's Quality Assurance program, each family of school's assistant superintendent identified two elementary schools to participate in a school review. The aim of the reviews was to collect data **to recognize staff accomplishments and to help principals and staffs improve their school programs.**

The school reviews focussed on the following areas:

- **school plan**
  - school staff identified specific objectives in the plan for examination, if desired
- **demographics**
  - a profile of the school's student and community population with particular emphasis on how students newly arrived in Canada are received in the school
- **program/students**
  - the approach to program planning and delivery with particular attention to the use of computers across the curriculum, communication with parents and provision for monitoring of growth and achievements of individual students
- **plant facilities**
  - the appearance of school and grounds/the school environment/the adequacy of space
- **personnel**
  - the implementation of the Supervision for Growth Policy

The objectives for each area of focus were developed by building on the work of the 1987-88 School Review Advisory Committee and were finalized through discussion with supervisory officers. The objectives reflect common understandings about practices valued for North York schools and are compatible with the literature on effective schools. (Appendix A)

Guidelines were offered to principals regarding setting up a local school advisory committee for each review. This committee represented the full staff in considering areas and issues to be reviewed and in addressing the findings of the Review Teams. It is intended that each school committee will continue to provide direction and advice for school improvements and that all schools will establish a similar committee to give on-going attention to strategies for school improvement.

A team of supervisory officers conducted each school review. Each Review Team was chaired by the assistant superintendent for the particular school and also included one or two other supervisory officers; either an assistant superintendent, a superintendent, the Assistant Director or the Director.

The Superintendent of Curriculum Services and a representative of Educational Research and Evaluation Services held a training session for supervisory officers participating in the reviews.

The 20 school reviews were conducted between January and April, 1989. The Review Teams spent a minimum of three full days in each school. The teams typically conducted individual and group interviews with school administrators, staff in positions of responsibility, teachers and business and operations staff, parents and students. Information also was gathered through direct observation of classrooms in session and of the school facilities. Depending on the school, information was gathered from other sources such as classroom assistants or volunteers. In addition, results of perception surveys sent to all parents and teachers in each school were considered by each Review Team.

Each Review Team presented a draft report of their observations to the school advisory committee and administrators, thereby providing an opportunity for clarification and gathering of other pertinent information. The final report to the school described the observations of the supervisory officers and recognized school staff for areas of exemplary practice. The report also identified areas for attention and incorporation into the school plan.

School principals, in consultation with the school advisory committee and staff, are responsible for developing action plans to address the recommendations in the review reports. These action plans will be incorporated into each school plan. Principals and supervisory officers will be accountable for carrying out the action plans. Attention to the action plans will be monitored through performance management procedures.

THE FINDINGS

Review Teams found much reason to praise personnel working in or involved with the 20 schools and have included many commendations in their reports. They also found areas in need of improvement, and have made recommendations and suggestions to the schools. While school communities are diverse in their makeup, aspirations and needs, the following five basic beliefs of the North York Board of Education established in **Framework for Progress 1986** are obviously endorsed and aspired to by all.

1. North York schools ensure that students have the opportunity to develop skills, knowledge, attitudes and values as part of a lifelong learning process.

2. North York schools consider that the prime outcome of schooling is **student achievement** in terms of academic, personal, social and vocational growth.

3. North York schools ensure that our programs and services encourage the development of self-worth, a feeling of community respect for cultural values and recognition of accomplishment.

4. North York schools are sensitive to the needs of students, staff and community, and believe that parents are key members in the educational process.

5. North York schools believe that decisions should be made as close as possible to those affected by them.

School Plan

A school plan is considered a requirement of effective management in North York schools. School plans were developed in 1986. These plans contain a mission or philosophy statement from which specific objectives are developed for attention by all staff. School plans were intended to provide:

- criteria for performance appraisal
- direction for improvement and enhancement of staff and student development
- ways to promote parent understanding, involvement and support
- ensurance that school initiatives as well as Ministry of Education and North York curriculum guidelines were being implemented.

Since 1986, changes in administration within schools and at the supervisory level, school staff changes, and, above all, demographic changes in student population, appear to have impeded or significantly affected implementation of these plans. Only seven school review reports indicated that the principal was using original or revised plans; a small number of schools were in the process of preparing new ones. Two of the schools were commended for outstanding school plans and clearly defined objectives and initiatives deriving from the plans.

Demographics

Of the 20 schools reviewed, more than three quarters reflect the diversity of our student population. There have been and there is every indication that there will continue to be major demographic changes including:

- steadily increasing numbers of students born outside Canada and/or from non-English/French speaking homes
- an increase in the number of one parent families
- an increase in the number of students living in apartments and other multi-unit residences relative to single family dwellings
- an increase in the number of out-of-area enrolments, especially where day care is provided

- a widening of the spectrum in terms of socio-economic and ethnic backgrounds in communities
- increasing mobility of families, particularly among new arrivals in some schools

The majority of students from out of Canada who enrol in our schools are initially interviewed by a school secretary. However, school office personnel sometimes experience difficulty focussing on new families because of other commitments and interruptions. In view of the expected continuing increase in the number of new students enrolling in our schools, findings point to a need to develop systematic enrolment procedures in which principals or teaching staff are involved.

Language barriers did not typically present an obstacle for smooth enrolment. Other adults often accompany parents and students and provide translation services to both parents and staff. If further translation assistance is required, multicultural workers, multilingual teachers, or students fluent in the newcomers' language are called in to help.

Most schools have instituted some practices to facilitate understanding of schooling in North York and to help the student in her/his new surroundings. Orientation procedures described in review reports included:

- tour of the school is provided to parents and students
- written information about the school is prepared in different languages
- an older student is designated to be "buddy" to a new student
- principal telephones parents two weeks after student is enrolled to reassure parents about the child's adjustment to school and to inquire about parental concerns

When assessment of a new student's academic background and ESL/SESD needs are required, consultative staff is called. Schools expressed concerns regarding delays in receiving written assessments, particularly in high-transient areas.

Program/Students: Program Planning

The number of school staff involved in program planning activities varied considerably among schools. Formal and informal planning included: total school staffs; primary division teachers; junior division teachers; teachers teaching the same grade; individual teachers; school administrators; school committees; staff for special program emphasis or events.

The roles of the school leadership personnel in the design and delivery of programs appropriate to the needs of students appeared to vary considerably among the 20 schools. Some administrators initiated and designed programs themselves; others chaired curriculum committees; some conveners provided leadership particularly in areas of their expertise; some administrators left planning to individual teachers or groups of teachers; and many were assessing school-wide planning needs and objectives.

Recommendations and suggestions from the majority of Review Teams identified the need for school-wide program planning with a focus on areas such as implementation of the principles of Active Learning, Language Arts, Social Studies, and Balanced Programs.

Program/Students: Program Delivery

Review Teams addressed the need for most schools to develop a clear, school-wide philosophy regarding the delivery of programs. This philosophy, combined with clearly stated objectives, should be an integral part of the school plan. The importance of communicating the philosophy and objectives to parents also was stressed.

Staff have recognized the need to modify programs for the increasing number of students requiring ESL/SESD and special education assistance. Most students are serviced in withdrawal programs, and many Review Teams praised classroom teachers and resource staff for their co-operative efforts. Academic upgrading is also provided to assist students in many schools. Some schools have adopted the Program Modification Plan for students considered "at risk".

In their interviews with Review Teams, teachers indicated that they are meeting individual student needs in their classrooms. However, teachers' self-perceptions were not always shared by Review Teams. Four Review Teams recommended studying ways to better support individual learning abilities and developmental readiness level of students within grades. Another key recommendation made was that "Balanced Programming" be reviewed.

Review reports indicated that, in keeping with sound evaluation practices, teachers were using a variety of evaluation techniques to monitor student progress. It was noted that most schools did not have written policies for student evaluation or for reporting of progress to parents. Also, interviews with parents and perception survey results indicated that parents did not feel that they usually received enough information about student progress. Review Teams recommended that appropriate student evaluation and reporting policies be developed with a view toward clarifying practices for both parents and teaching staff. Similarly, in line with recently issued guidelines for homework in North York schools, a need was indicated for schools to develop homework policies and communicate these to parents.

Learning resource centres were well utilized and teams praised the positive enriching influence of the librarians in working with students and in supporting classroom teachers. Most libraries in these schools were found to be up-to-date and well-stocked. However, there are some resource centres which require renewal of learning resources.

Teachers expressed needs for increased classroom supplies and materials and for adequate numbers of textbooks. They indicated that more resources and materials are necessary to implement Board initiatives, particularly Active Learning. In responding to perception surveys, teachers also expressed concern about insufficient learning materials to support the curriculum which they are required to provide for students.

The use of computers varies from school to school and is dependent upon the expertise and comfort level of staffs. Some schools have computer labs, most have computers in classrooms. Teachers expressed a need for both hardware and software. Further action is required to ensure integration of computers into primary and junior programs. The best use of computers is evidenced in schools in which the staff are committed to becoming computer literate and/or where strong leadership from a computer "expert" is provided. Recommendations to improve computer use in school programs were made by many Review Teams.

The development of positive student self-concept and feelings of self-worth ranked high in school priorities, particularly in schools where communities and families are undergoing significant changes. Special efforts were undertaken to improve the school tone; multicultural themes were stressed and special events also were held. The promotion of academic achievement by students along with positive self-concept was encouraged by praise from teaching staff, prominent displays of student work, and recognition of achievements at assemblies and in newsletters to parents. Perception survey findings indicated that about seven out of ten parents perceived their child as usually experiencing success in his/her school work.

While parent surveys and interviews by Review Teams indicated a high degree of parental satisfaction with schools and staff, concerns about "teaching basics" and the literacy level of children were expressed. A desire by parents to know more about the curriculum being taught and expectations for students was indicated. Many Review Teams made recommendations regarding the need for improved communication between home and school. They also commended parents for supporting schools in so many ways. Schools were commended for their outreach to parents and the positive spirit of co-operation between home and school for the benefit of the students was recognized.

Schools were praised for many outstanding programs and for exemplary staff performance. Special commendations included:

- kindergarten programs
- Active Learning classrooms
- strong Communications programs
- well-balanced programs
- excellent French Immersion and Core French programs
- outstanding Music programs
- staff cohesiveness and co-operation
- leadership in the school
- planned directions for computer use
- compensatory programs including ESL/SESD and special education integration

- extra-curricular and lunch-time activities
- outstanding teacher performance
- dedicated office personnel, teaching assistants, lunch room supervisors, caretakers - for the contributions they make
- parental involvement
- volunteers.

Plant Facilities

Review Teams reported that the grounds and buildings are well-maintained. Caretaking staff were praised for their support and co-operation in maintaining a high level of cleanliness and their contributions to staff and students in many other ways. Maintenance staff were commended for their prompt response to emergency situations and for their planned schedules for improvements.

There were some common needs for improvements expressed. Specific areas requiring improvement such as lighting and electrical repairs and exterior landscaping and aesthetics will be addressed by principals and/or assistant superintendents in co-operation with maintenance staff. Attention also needs to be given to providing more storage space.

Those schools with other tenants or services in the building do not experience major problems other than parking and traffic. Some schools reported heavy use of premises and many permits issued while others reported little use. No major problems were reported with community use of the schools.

Three schools were concerned about the quality of air in parts of their buildings. One of these schools has expressed concerns formally to the Occupational Health and Safety Committee while another school is making provision to obtain circulating fans. Schools also complained of hot and stuffy air, particularly in June and September.

Personnel: Implementation of the Supervision for Growth Policy

Information about the implementation of the Supervision for Growth Policy was provided in nine school review reports. Findings suggested that schools were at various stages in implementing this policy. Since Supervision for Growth procedures have been introduced recently, these findings were expected and are acceptable. In schools where a majority of the teachers were involved, strong support for the program and commitment to the process was expressed. Concerns focussed on the availability of supply teachers, the time required outside of school hours, and the high cost of training and materials.

OVERVIEW OF SCHOOL REVIEW COMMENDATIONS AND AREAS REQUIRING ATTENTION

Based on the preceding summary of school review findings in 20 North York schools, supervisory officers will be highlighting, with all elementary principals, areas of commendation as well as areas in need of attention. Therefore, North York elementary school improvement efforts will be directed at both schools involved in the school review process as well as other elementary schools within each supervisory officer's jurisdiction.

Schools should be commended for:

- implementing strategies to assist parents and students who are new to a school community in becoming familiar and comfortable with their new school
- modifying programs and/or providing services to meet the needs of ESL/SESD and exceptional students
- excellence in teaching and the expectation that students should experience success in school
- the services provided to both students and teachers by school librarians
- emphasizing the development of student self-esteem
- enhancing the school environment by displaying student work
- safe and orderly learning environment for students
- efforts in involving parents in the school and its activities
- the work of caretaking and maintenance staff in maintaining grounds and buildings and a high level of cleanliness in schools.

In addition, the attention given by the Co-ordinator of Resource Services to the renewal of resource centres was in evidence in schools and should be commended.

Supervisory officers in co-operation with principals and school staff will be giving attention to:

- orderly learning environments
- revising, upgrading and implementing school plans
- developing family-wide plans for improving computer use in school programs
- focussing on school-wide program planning to ensure consistency and continuity of program implementation within schools
- reviewing roles and responsibilities for enrolling students from outside Canada
- developing common understandings of student evaluation practices and sharing these with parents
- developing improved strategies for informing parents about student progress in each of the program areas (especially reading, writing and mathematics)
- better informing parents about curriculum content coverage
- developing with, and for parents, school statements about homework practices.

It is also expected that:

- consultative staff will review time delays in responding to requests for assessment of new students
- for future budgetary consideration, attention will be given to stimulus funding for renewal of learning materials in elementary classrooms similar to the stimulus funding provided to intermediate and senior divisions over the last four years.

PERCEPTION SURVEYS

A PROCESS OVERVIEW

Quality Assurance - North York Schools (1988) emphasized the importance of being responsive to community input and initiative and of developing ways to measure the success of our communication. To ensure continued goodwill and support between the system and its partners, a commitment was made to gather input from parents as well as staff through the Quality Assurance process. This information provides a system-wide perspective of parent and teacher perceptions of our schools and complements data obtained from the school review process.

In 1987-88, perception surveys were administered to teachers and parents in 10 schools including elementary schools, middle and junior high schools and secondary schools. Following the completion of the 1988 Quality Assurance report, a long-term plan for gathering parent and teacher perception data was developed. According to this plan, data will be gathered from teachers and parents in all North York schools over a four year period as described below.

- 1988-89: 44 elementary schools
- 1989-90: all 19 secondary schools
- 1990-91: remaining 43 elementary schools
- 1991-92: all 22 junior high and middle schools

As can be seen, each year the focus is on a different level of schooling. Following the completion of the four-year cycle, it is intended that the cycle be repeated so that changes at both the school and system level may be monitored over time. The plan is also tied to the school review process insofar as it ensures that teacher and parent surveys will be carried out in concert with school reviews.

Development of 1988-89 Surveys

As part of the 1987-88 Quality Assurance process, perception surveys for teachers and parents had been developed regarding issues which were relevant and applicable to all North York schools. The issues were identified from a variety of sources including the Quality Assurance objectives, the basic beliefs and educational goals outlined for North York, and effective schools research done in other jurisdictions. For 1988-89, the surveys were refined based on interviews conducted with parent groups from across North York and comments obtained from associations representing teachers, principals and consultative staff. Feedback and information obtained in the 1987-88 survey administration were also used to refine surveys for 1988-89. The five areas of focus of these updated 1988-89 surveys are:

- curriculum
- staff effectiveness and personal growth
- school/community relations
- school facilities/climate
- system goals, practices and beliefs.

In addition, the 1988-89 parent survey was translated into 16 different languages in order that both English-speaking and non-English speaking parents would be provided with an opportunity to participate in this communication process.

Distribution of Surveys

Teachers and parents of students in 44 elementary schools completed the perception surveys in 1989. Twenty of the 44 elementary schools were those participating in the school review process. The remaining 24 schools were randomly selected using a procedure that ensured proportionate representation from each of North York's 10 families of schools.

The principals of each school were asked to cooperate in the distribution and collection of surveys to increase response rates.

Surveys were sent to all teaching staff in each school. Every parent in each school was also given the opportunity to provide feedback about their child's school and about education in North York. Each student was given a questionnaire, in either English or in another language, to take home to their parents. Included with the questionnaire was a covering letter outlining the purpose of the survey, directions for completing it, and instructions to complete only one survey per family per school. Parents were asked to seal their completed survey in the envelope supplied and have their child return it to the homeroom teacher. Surveys in sealed envelopes were then forwarded to Research and Evaluation Services for analysis.

Response Rates

Response rates for the parent survey were calculated by dividing the number of completed returns by the number of families having students enrolled in a school as of April, 1989. The response rates were generally in the range of 60% to 94% with an average response rate of 77% across all 44 schools. Teacher response rates were based on the number of teachers in each school, excluding the school administrators. The rates of returns for teachers were generally between 57% and 100% with the average being 81% for all 44 schools.

In actual numbers, 7,837 parents and 551 teachers responded. Of the 7,837 parents, 520 (approximately 7%) had completed their survey in a language other than English.

Analysis of Findings

Each school received a summary report containing the frequency of responses to each question and an overview of parent and teacher comments. For those 20 schools involved in the school review process, the Review Team considered survey findings in preparing their report for the school staff. For all 44 elementary schools, data from the surveys will be used to help in school improvement efforts.

A graphic display of parent and teacher responses to each survey question is shown on the next 16 pages and a summary of these results follows. Graphs were developed by combining individual school results to produce totals for the system and are presented in terms of the five areas of focus

- curriculum
- staff effectiveness and personal growth
- school/community relations
- school facilities/climate
- system goals, practices and beliefs.

QUALITY ASSURANCE
1988–89

ELEMENTARY SCHOOL PARENT SURVEY RESULTS

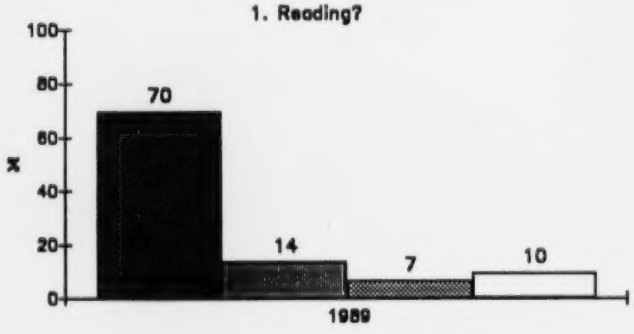
44 SCHOOLS: (N=7837)

CURRICULUM

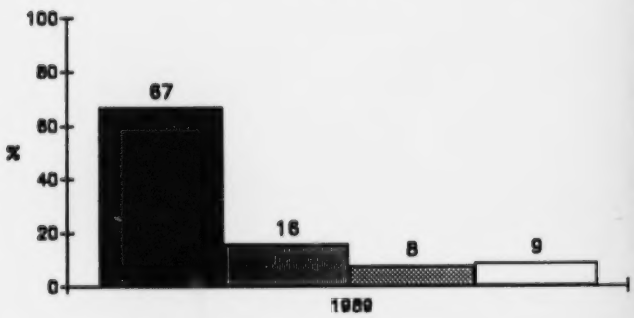
■ Always/Usually
▨ Sometimes
▩ Rarely/Never
□ Don't Know/No Answer

Are you satisfied with the way your child's school is teaching:

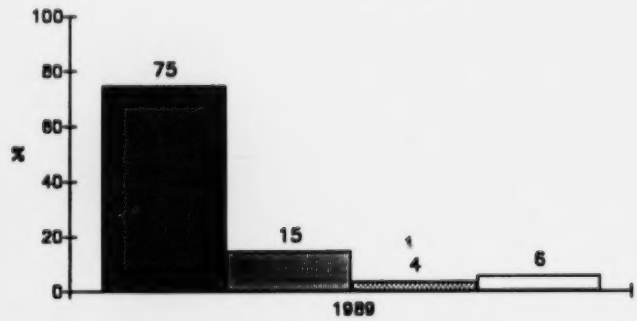
1. Reading?



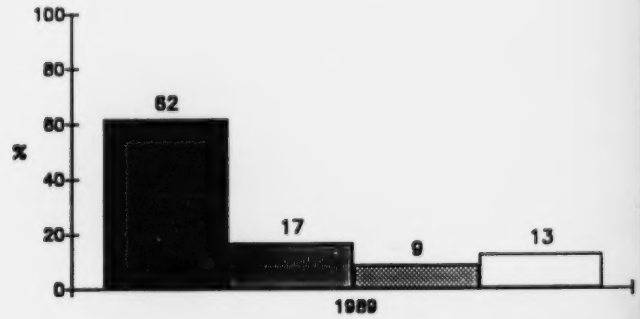
2. Writing?



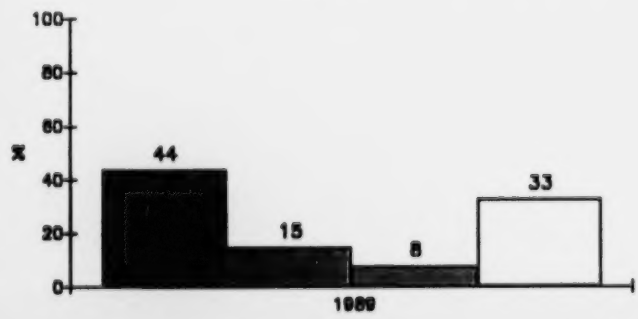
3. Listening and Speaking?



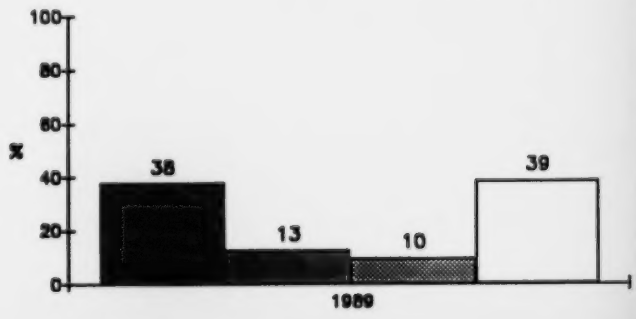
4. Mathematics?



5. Science?



6. Social Studies (history/geography)?



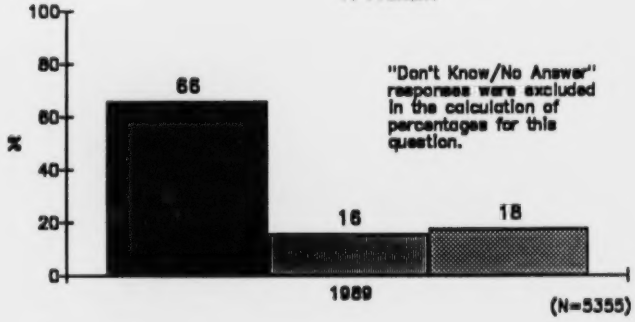
ELEMENTARY SCHOOL PARENT SURVEY RESULTS

■ Always/Usually
▥ Sometimes
▨ Rarely/Never
□ Don't Know/No Answer

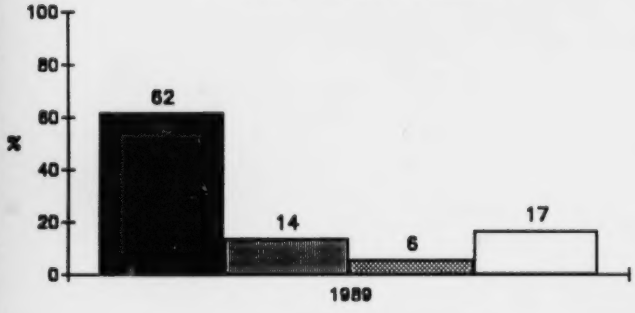
CURRICULUM Continued

Are you satisfied with the way your child's school is teaching:

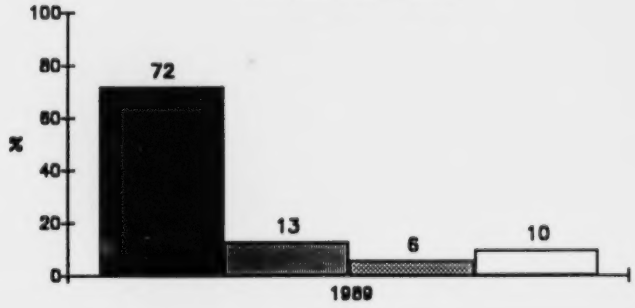
7. French?



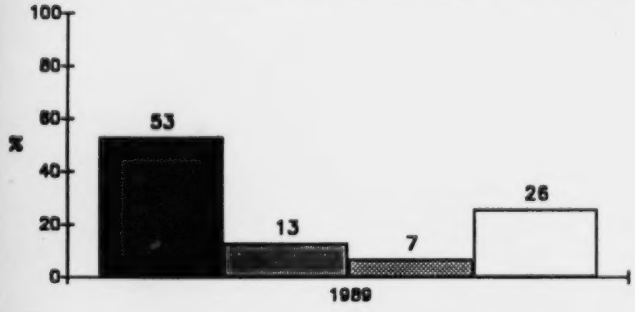
8. The Arts (music/art/drama)?



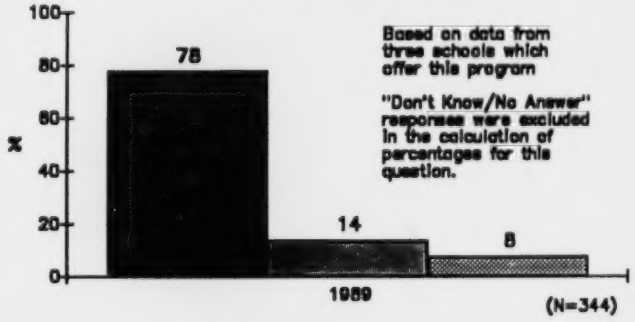
9. Physical Education?



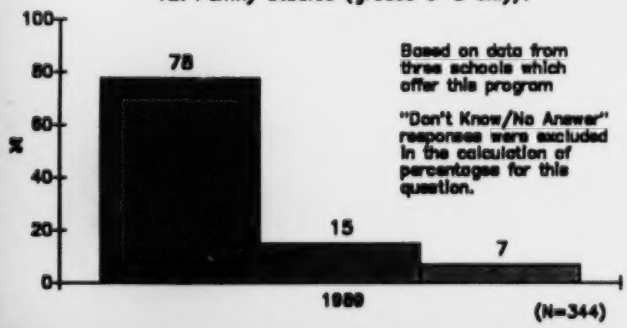
10. Health Education (eg. drug education, nutrition, etc.)?



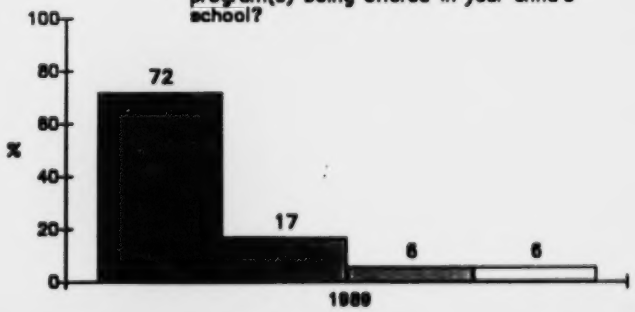
11. Industrial Arts (grades 6–8 only)?



12. Family Studies (grades 6–8 only)?



13. Overall, are you satisfied with the program(s) being offered in your child's school?

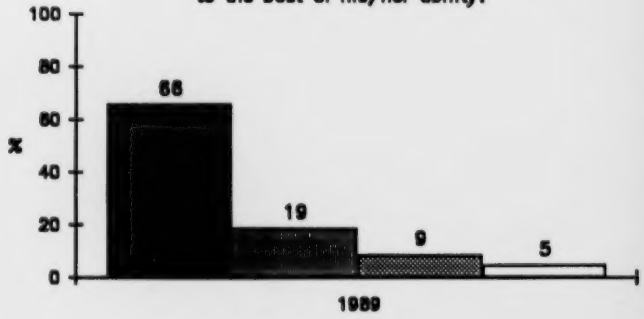


ELEMENTARY SCHOOL PARENT SURVEY RESULTS

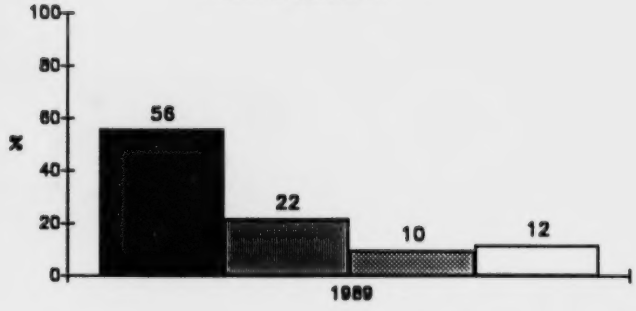
■ Always/Usually
▨ Sometimes
▩ Rarely/Never
□ Don't Know/No Answer

CURRICULUM Continued

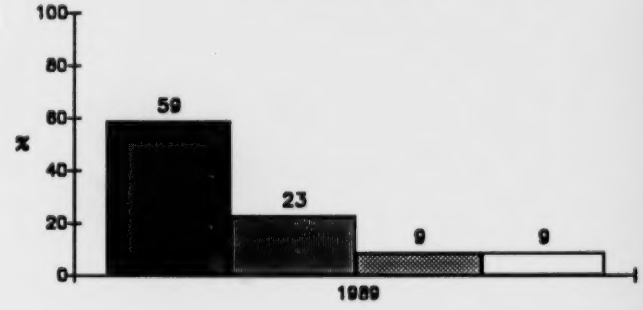
14. Do you feel that your child is encouraged and provided with opportunities to learn to the best of his/her ability?



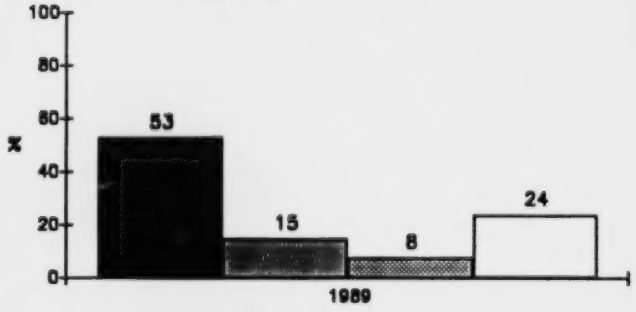
15. Do you feel that the school deals with the personal, social, and emotional needs of students?



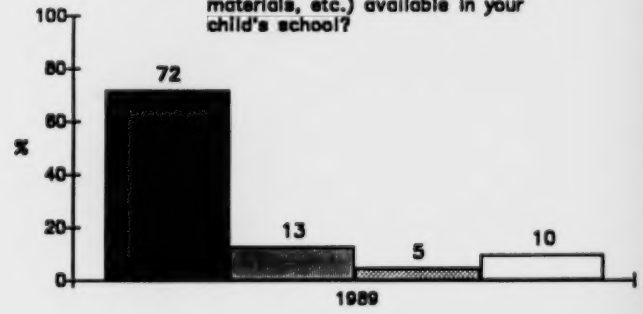
16. Is the school adequately meeting the individual needs of your child?



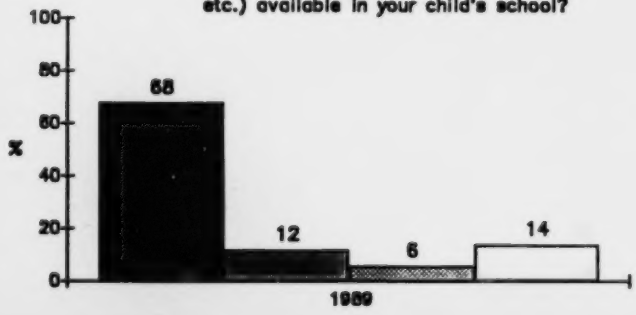
17. Is extra help available when your child needs it?



18. Are you satisfied with the learning materials (eg. books, mathematics materials, etc.) available in your child's school?



19. Are you satisfied with the learning equipment (eg. computers, calculators, etc.) available in your child's school?



ELEMENTARY SCHOOL PARENT SURVEY RESULTS

■ Always/Usually

▥ Sometimes

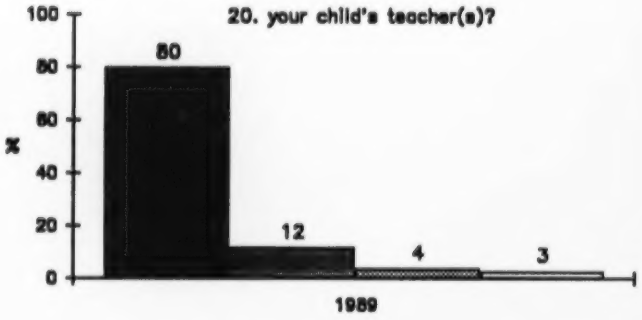
▨ Rarely/Never

□ Don't Know/No Answer

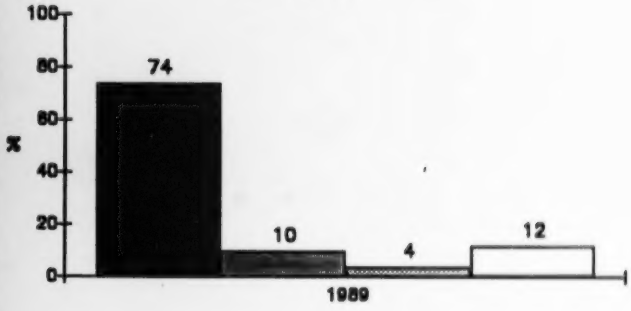
STAFF EFFECTIVENESS AND PERSONAL GROWTH

In general, are you satisfied with the job being done by:

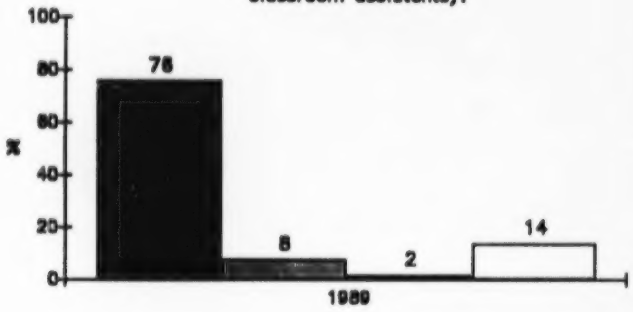
20. your child's teacher(s)?



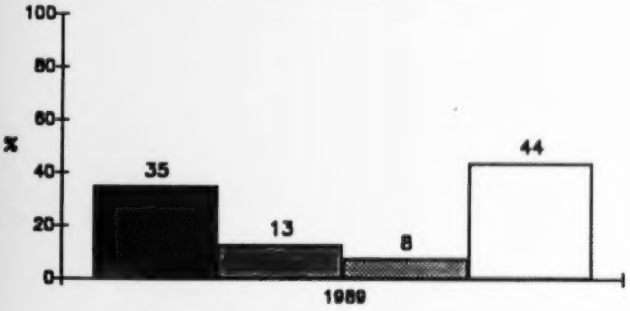
21. the school principal and/or vice-principal?



22. school support staff (i.e. secretaries, caretakers, classroom assistants)?



23. your elected Board of Trustees?

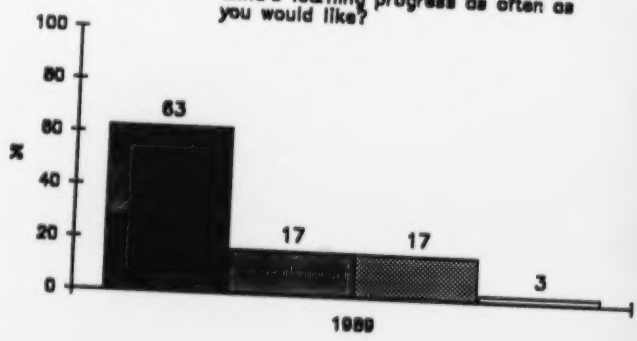


ELEMENTARY SCHOOL PARENT SURVEY RESULTS

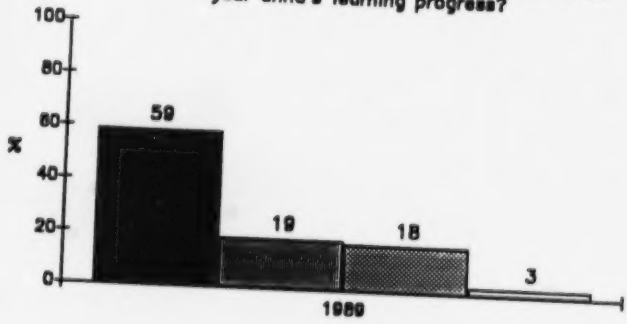
- Always/Usually
- Sometimes
- Rarely/Never
- Don't Know/No Answer

SCHOOL/COMMUNITY RELATIONS

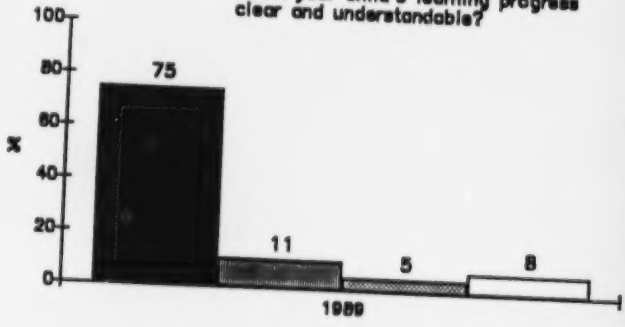
24. Do you receive information about your child's learning progress as often as you would like?



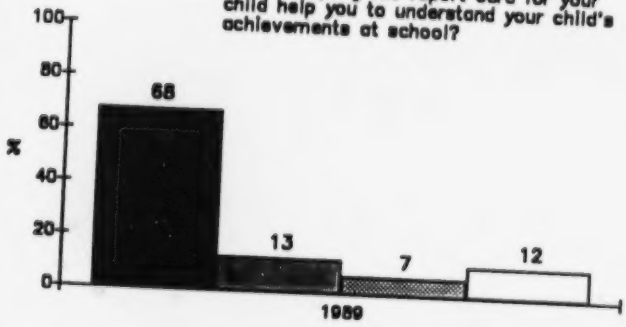
25. Do you receive enough information about your child's learning progress?



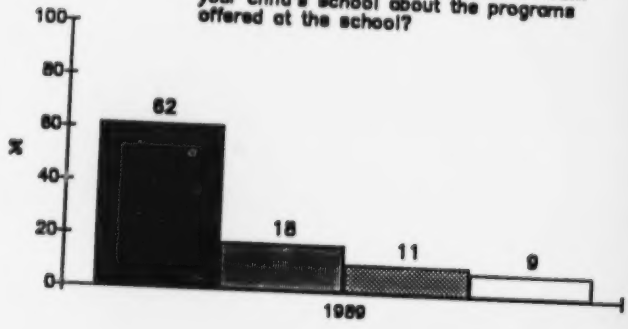
26. Is the information that you receive about your child's learning progress clear and understandable?



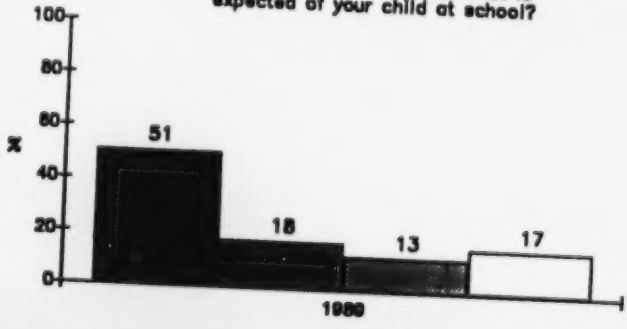
27. Does the progress report card for your child help you to understand your child's achievements at school?



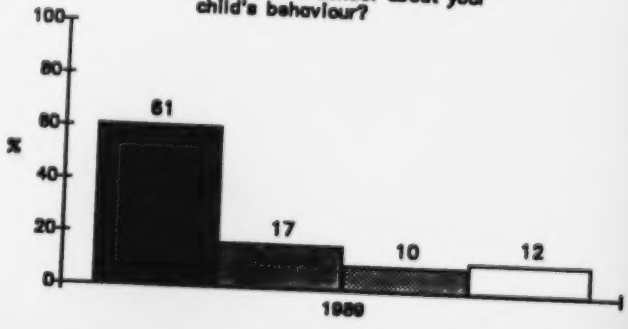
28. Do you receive enough information from your child's school about the programs offered at the school?



29. Do you receive enough information from your child's school about what is expected of your child at school?



30. Do you receive enough information from your child's school about your child's behaviour?

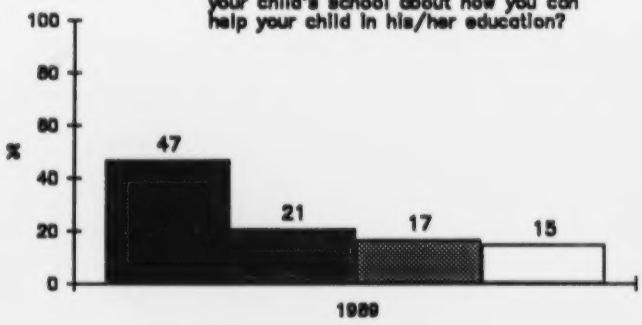


ELEMENTARY SCHOOL PARENT SURVEY RESULTS

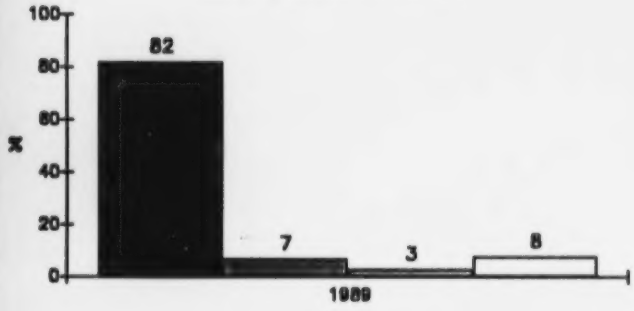
- Always/Usually
- Sometimes
- Rarely/Never
- Don't Know/No Answer

SCHOOL/COMMUNITY RELATIONS Continued

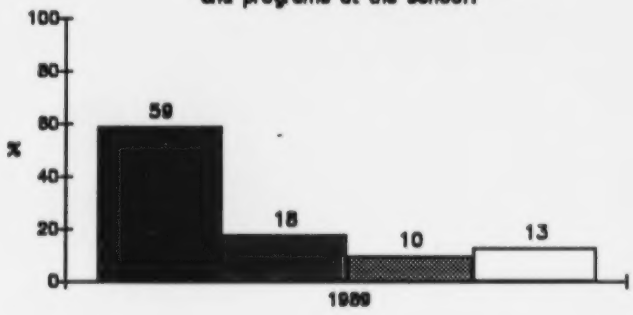
31. Do you receive enough information from your child's school about how you can help your child in his/her education?



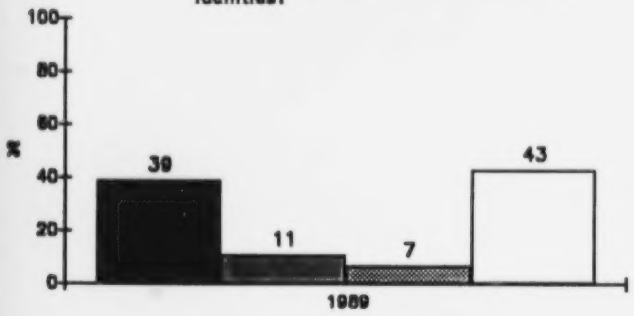
32. Do you feel welcome to visit or contact staff at your child's school?



33. Do you have adequate opportunities for involvement in your child's activities and programs at the school?



34. Are there enough opportunities for the community to make use of the school's facilities?

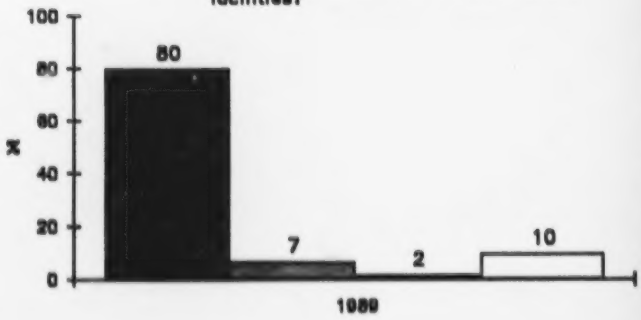


ELEMENTARY SCHOOL PARENT SURVEY RESULTS

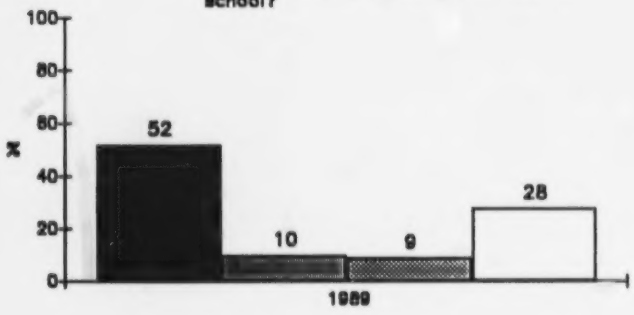
- Always/Usually
- Sometimes
- Rarely/Never
- Don't Know/No Answer

SCHOOL FACILITIES/CLIMATE

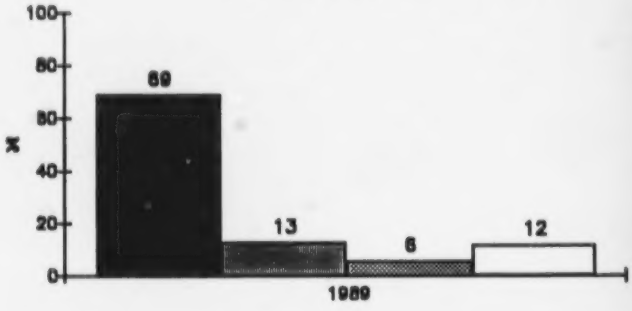
35. Are you satisfied with the cleanliness and upkeep of the school grounds and facilities?



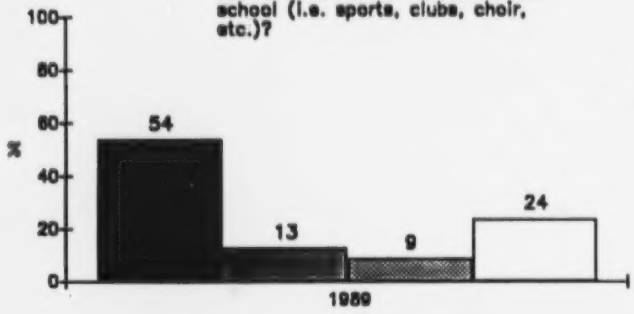
36. Are you satisfied with the lunchroom arrangements available in your child's school?



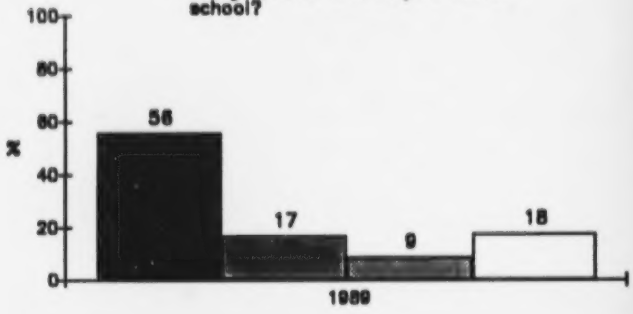
37. Are you satisfied with the safety at your child's school?



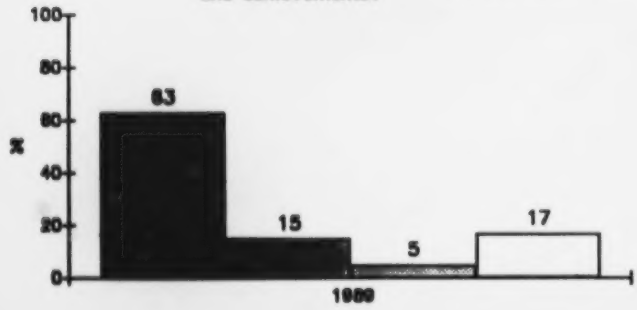
38. Are you satisfied with the extra-curricular activities offered at the school (i.e. sports, clubs, choir, etc.)?



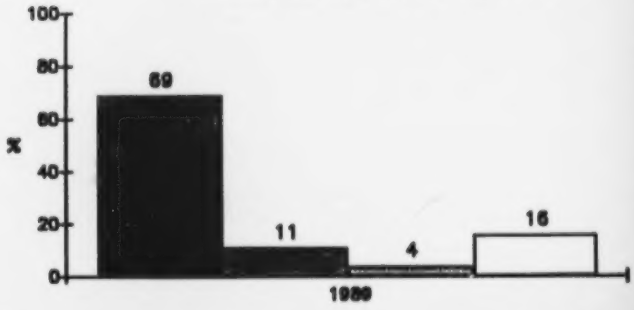
39. Do you feel that student discipline is being handled well at your child's school?



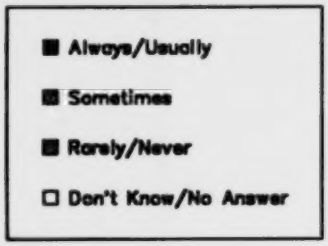
40. Do you feel that students get appropriate recognition for their performance and achievements?



41. Would you say that your child's school has good school spirit and morale?

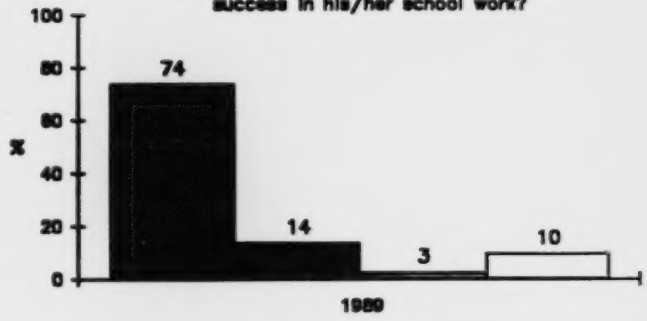


ELEMENTARY SCHOOL PARENT SURVEY RESULTS

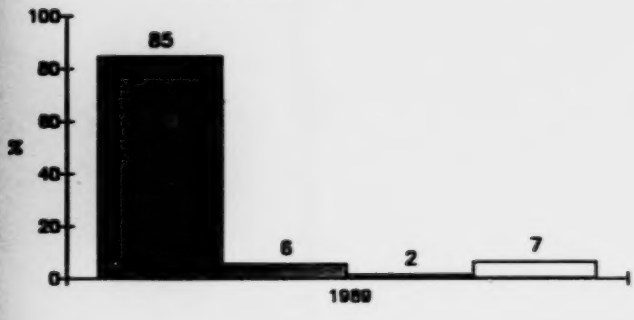


SCHOOL FACILITIES/CLIMATE Continued

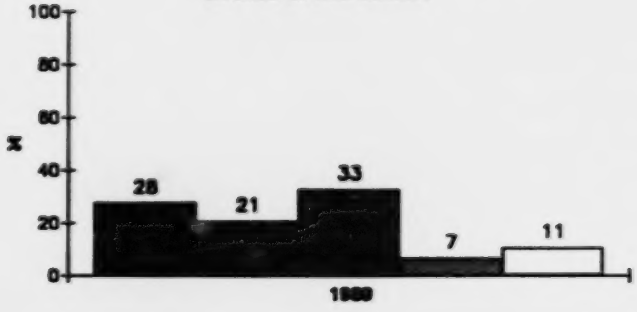
42. In general, does your child experience success in his/her school work?

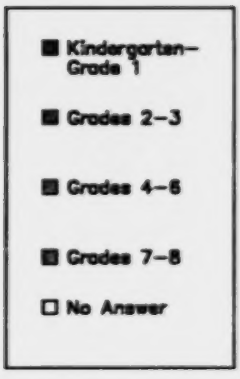


43. In general, does your child like going to school?



44. In what grade is your oldest child enrolled at this school?





QUALITY ASSURANCE
1988–89

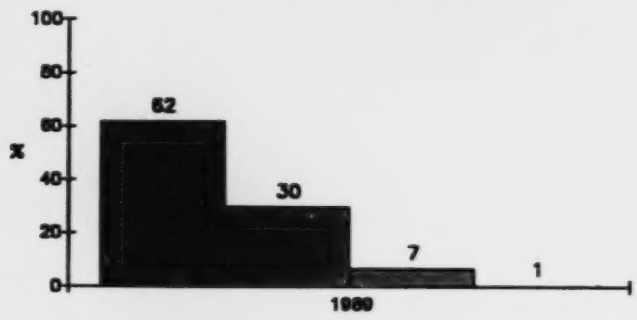
ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

44 SCHOOLS: N=551

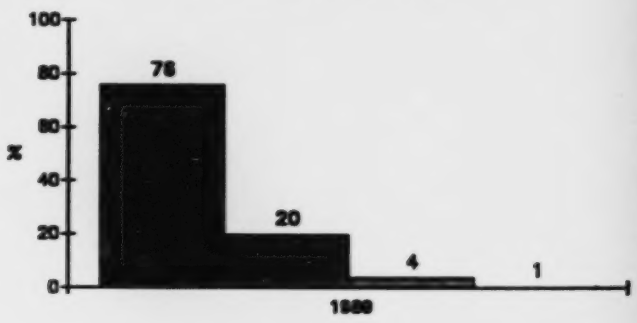
SYSTEM GOALS, PRACTICES & BELIEFS

■ Always/Usually
■ Sometimes
■ Rarely/Never
□ Don't Know/No Answer

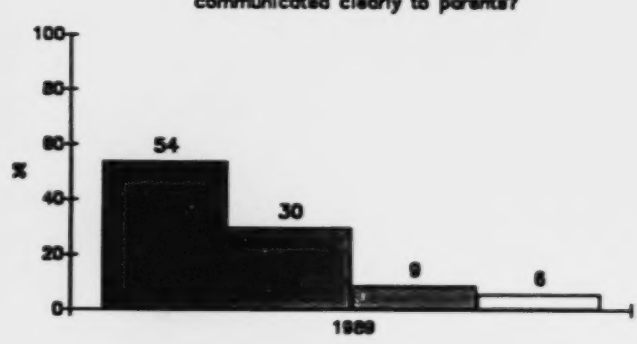
1. Do you feel that the educational goals and priorities for North York schools are communicated clearly to staff?



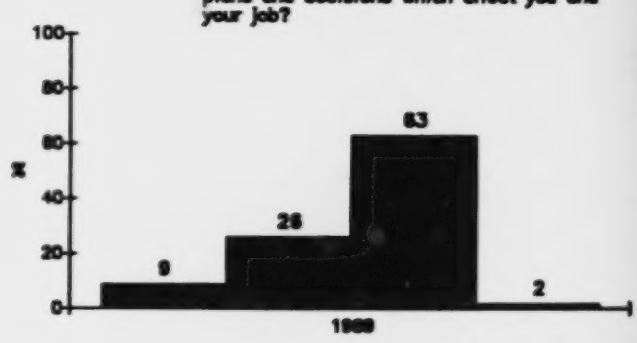
2. Do you feel that the educational goals and priorities for your school are communicated clearly to staff?



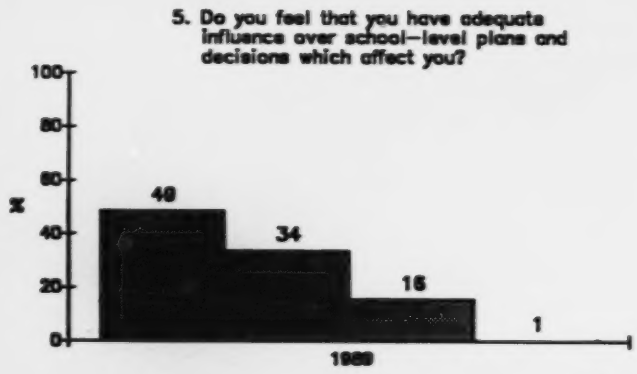
3. Do you feel that the educational goals and priorities for your school are communicated clearly to parents?



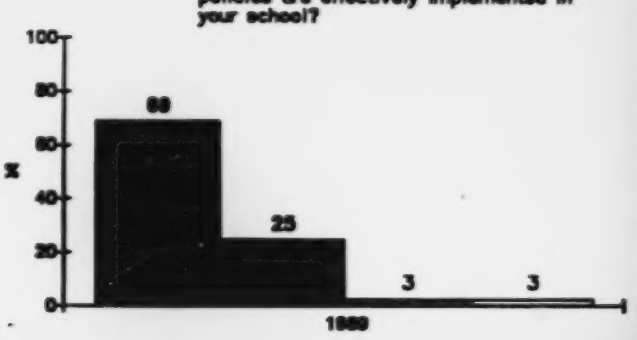
4. Do you feel that you have adequate opportunity to influence system-wide plans and decisions which affect you and your job?



5. Do you feel that you have adequate influence over school-level plans and decisions which affect you?



6. Do you feel that Board and Ministry policies are effectively implemented in your school?



The Findings

North York student data were similar to provincial data for almost all aspects reported in the Ministry and Board summaries. One significant difference was that the ratio of the percentage of male to female students enrolled in Physics was higher in North York (64/36) than across the province (58/42). Both North York and provincial reports showed that almost 70% of students never used a computer at school. Student attitude profiles for both North York and the province also were similar and generally indicated that students in these courses have positive attitudes to science and related disciplines.

The North York summary showed that in almost all areas student opportunities to learn and achievement were very close to provincial averages. The most obvious exception was in Physics where the opportunities to learn content relevant to the achievement questions was approximately 10% lower than provincial values.

Generally speaking, North York as well as provincial data indicated that in almost all areas, students' acquisition of knowledge surpassed achievement in application and higher order thinking skills.

Areas Requiring Further Attention

- Opportunities to learn in senior Physics should be improved by full implementation of the new science guideline.
- Computer use in Science should be supported and encouraged.
- Efforts to enrol more females in senior Science courses, Physics in particular, ought to be renewed.
- Although achievement results were comparable in North York and the province, more emphasis should be placed on the teaching and learning of application and higher order thinking skills.

Actions Taken: 1988-89

Following a meeting of all Heads of Science and administration from schools involved in the review, individual schools reviewed their results and have planned related initiatives within the school context including:

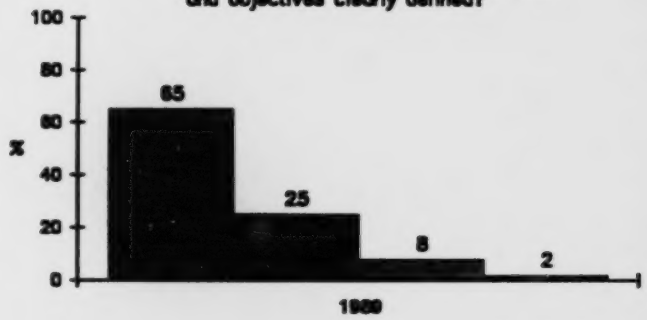
- increased emphasis on application and higher order thinking skills
- re-use of the review instruments periodically to monitor change as new Physics and Chemistry courses are fully implemented

ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

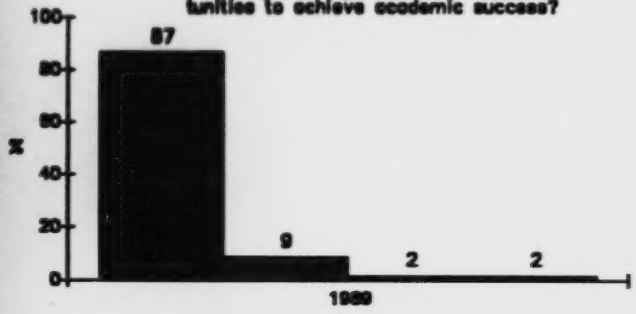
■ Always/Usually
■ Sometimes
■ Rarely/Never
□ Don't Know/No Answer

CURRICULUM

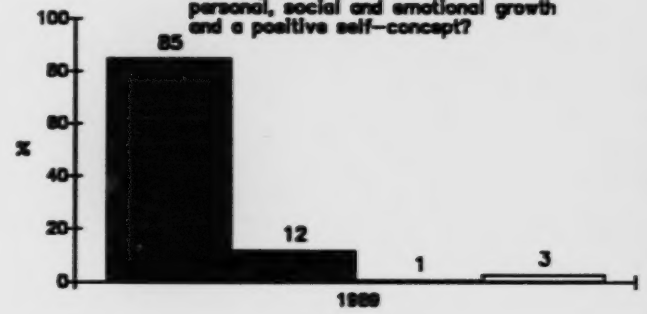
7. In the areas for which you have responsibility, are the curriculum goals and objectives clearly defined?



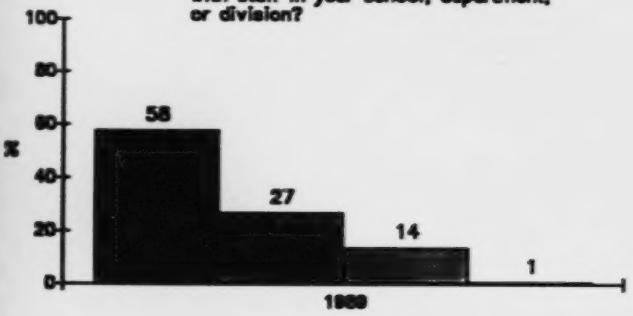
8. Are all students in your school encouraged and provided with opportunities to achieve academic success?



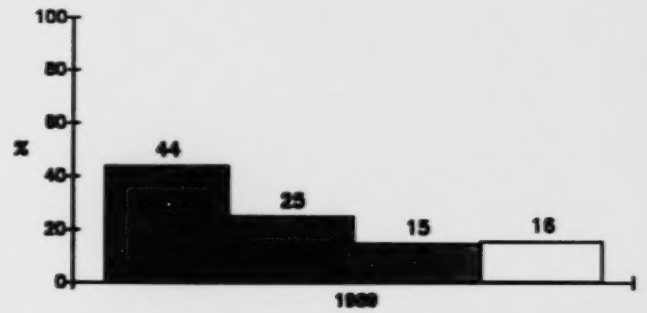
9. Are all students in your school provided with experiences which foster their personal, social and emotional growth and a positive self-concept?



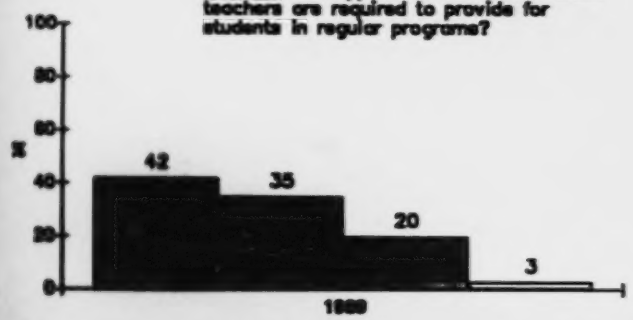
10. Are you involved in planning program content and implementation strategies with staff in your school, department, or division?



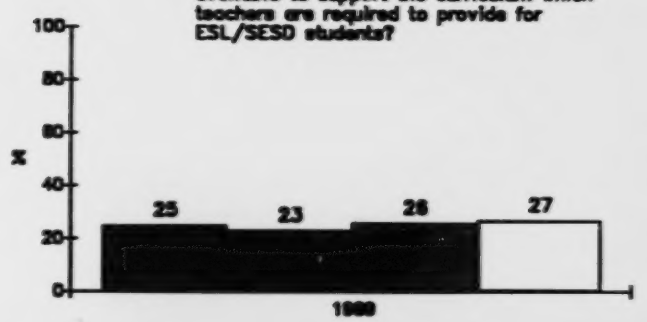
11. Is a process of program review practised in your school?



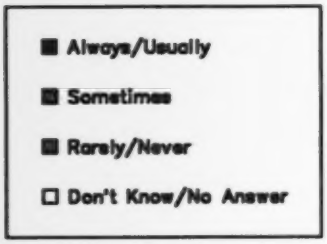
12. Are there sufficient learning materials available to support the curriculum which teachers are required to provide for students in regular programs?



13. Are there sufficient learning materials available to support the curriculum which teachers are required to provide for ESL/SESD students?

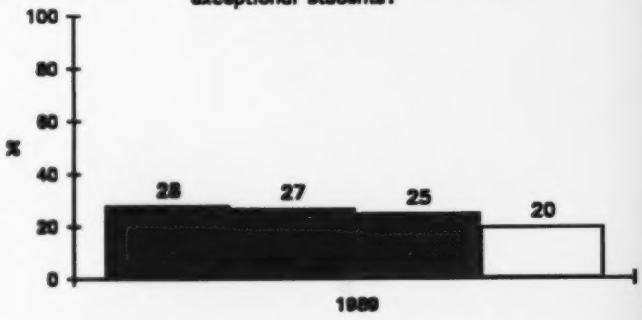


ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

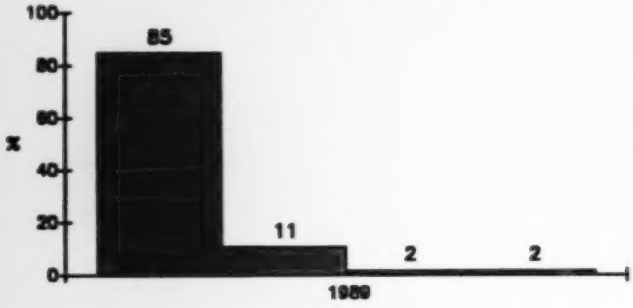


CURRICULUM Continued

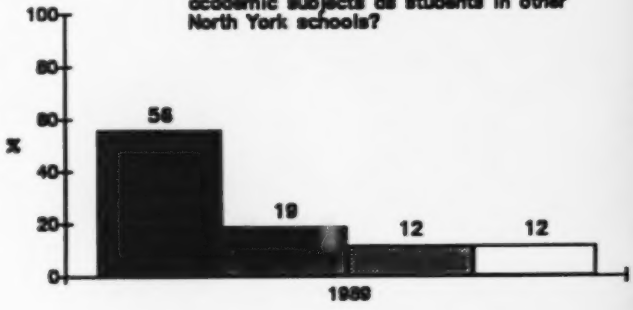
14. Are there sufficient learning materials available to support the curriculum which teachers are required to provide for exceptional students?



15. Is student progress regularly monitored for the purpose of student improvement?



16. Do you think that students in your school generally do as well in their academic subjects as students in other North York schools?



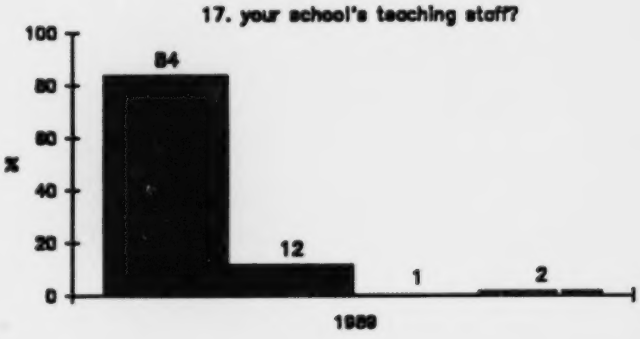
ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

■ Always/Usually
▨ Sometimes
▩ Rarely/Never
□ Don't Know/No Answer

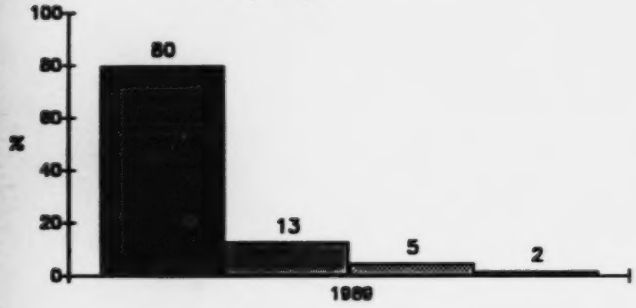
STAFF EFFECTIVENESS AND PERSONAL GROWTH

In general, are you satisfied with the job being done by:

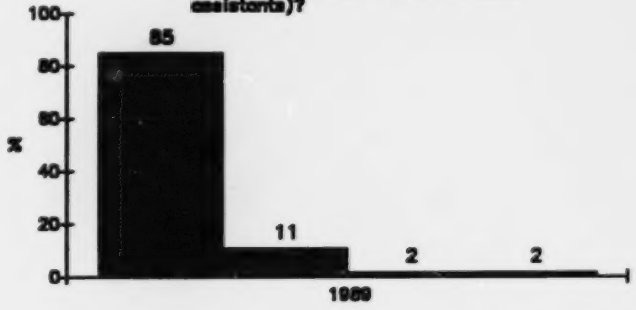
17. your school's teaching staff?



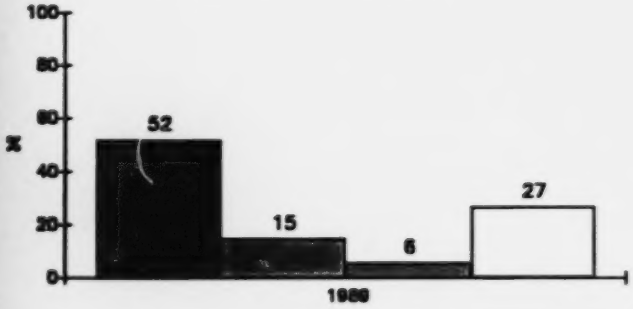
18. your school's principal and/or vice-principal?



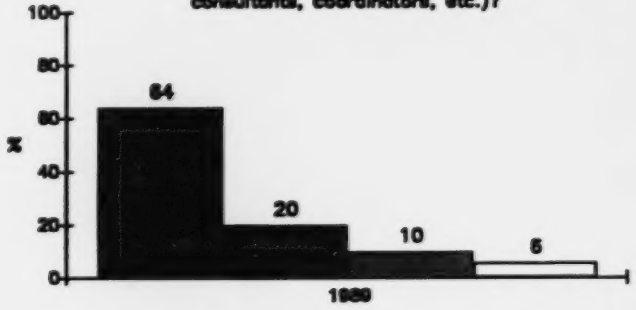
19. your school's support staff (i.e. secretaries, caretakers, classroom assistants)?



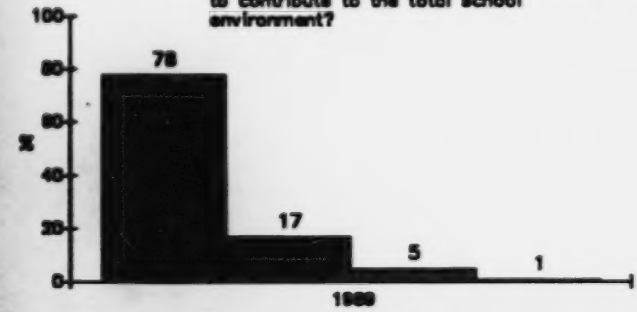
20. your school's Assistant Superintendent?



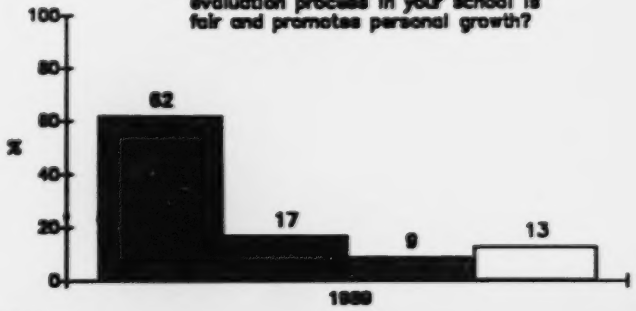
21. your school's consultative staff (i.e. program leaders, psycho-educational consultants, coordinators, etc.)?



22. Do you feel that you have opportunities to contribute to the total school environment?



23. Do you feel that the staff performance evaluation process in your school is fair and promotes personal growth?



ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

■ Always/Usually

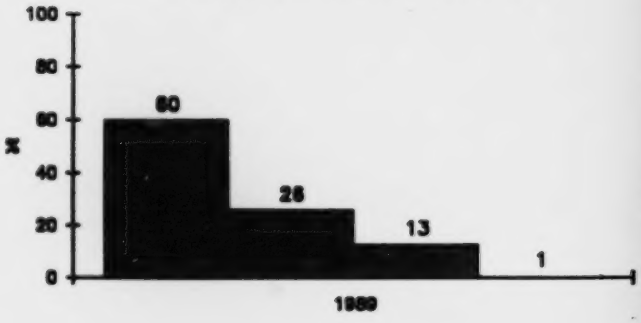
■ Sometimes

■ Rarely/Never

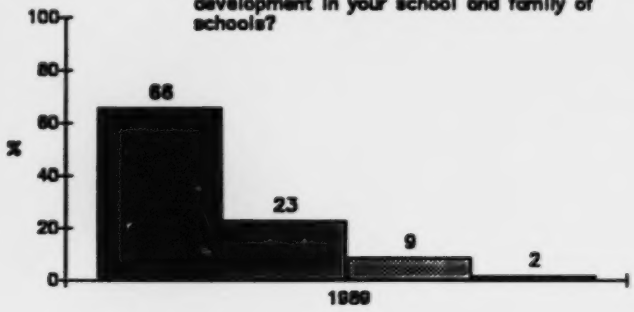
□ Don't Know/No Answer

STAFF EFFECTIVENESS AND PERSONAL GROWTH
Continued

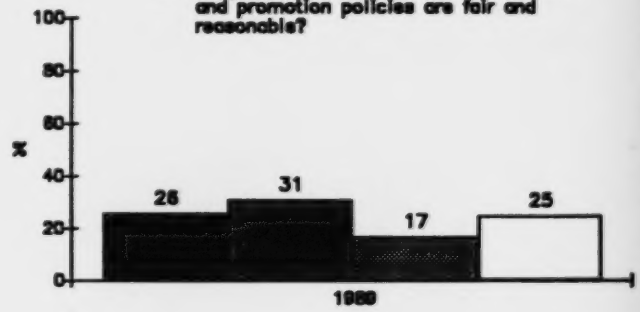
24. Do you feel that you receive recognition for your contributions to your school?



25. Do you feel that there are adequate opportunities made available for staff development in your school and family of schools?



26. Do you feel that the Board's personnel and promotion policies are fair and reasonable?

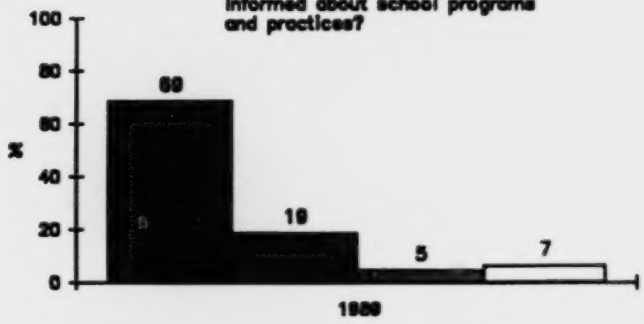


ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

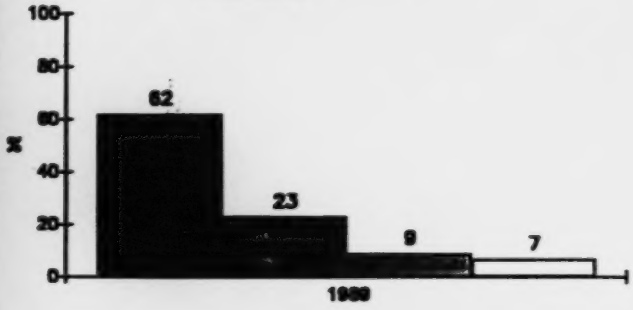
- Always/Usually
- Sometimes
- Rarely/Never
- Don't Know/No Answer

SCHOOL/COMMUNITY RELATIONS

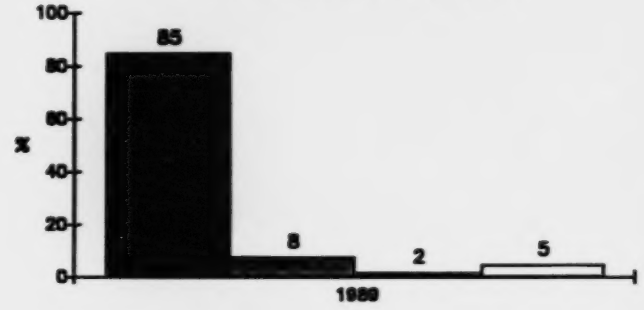
27. Do you feel that the parents in your school community are adequately informed about school programs and practices?



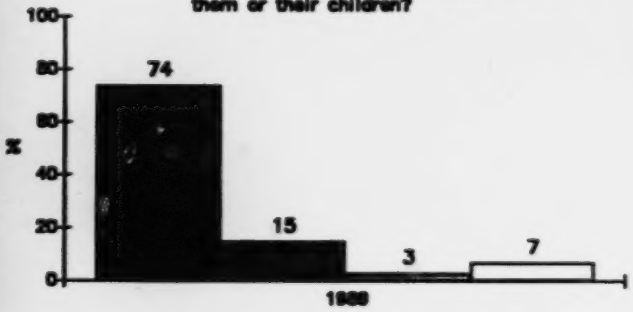
28. Do you feel that the parents in your school community are adequately informed about what is expected of students?



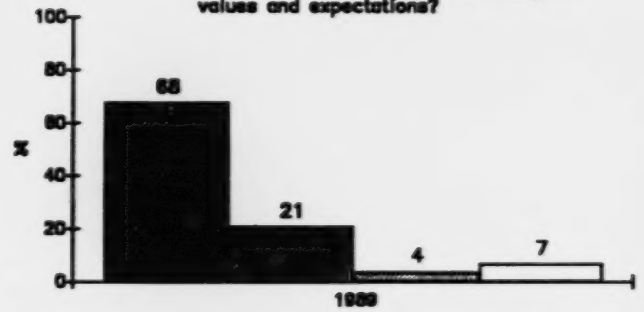
29. Do you feel that the parents in your school community are adequately informed about student progress?



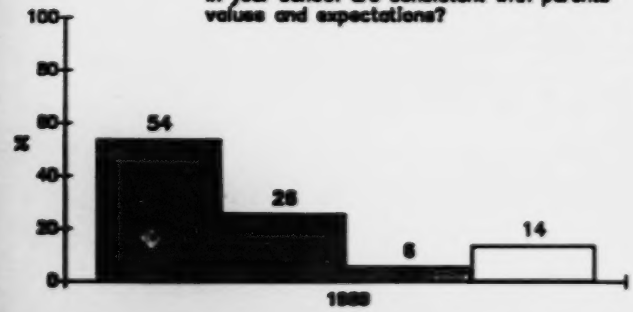
30. Do you feel that the parents in your school community are adequately informed about decisions which affect them or their children?



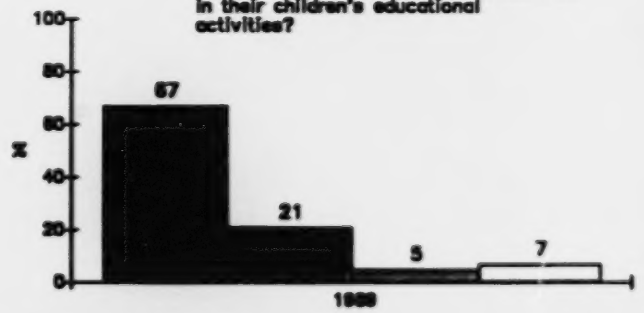
31. Do you feel that the programs offered in your school are consistent with your values and expectations?



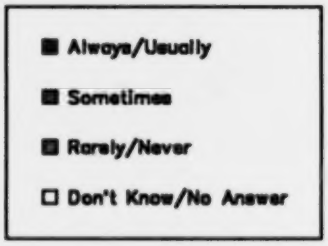
32. Do you feel that the programs offered in your school are consistent with parents' values and expectations?



33. Do you feel that there are sufficient opportunities for parents to be involved in their children's educational activities?

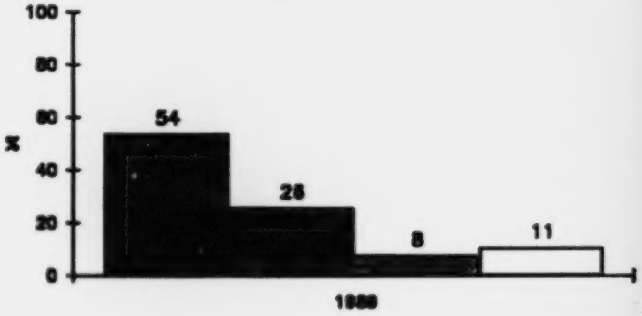


ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

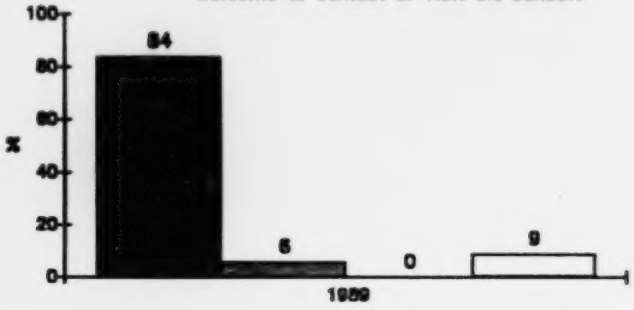


SCHOOL/COMMUNITY RELATIONS
Continued

34. Does the community make use of the school facilities?



35. Do parents in your community feel welcome to contact or visit the school?

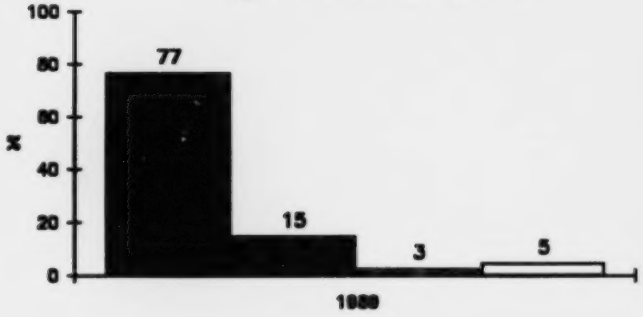


ELEMENTARY SCHOOL TEACHER SURVEY RESULTS

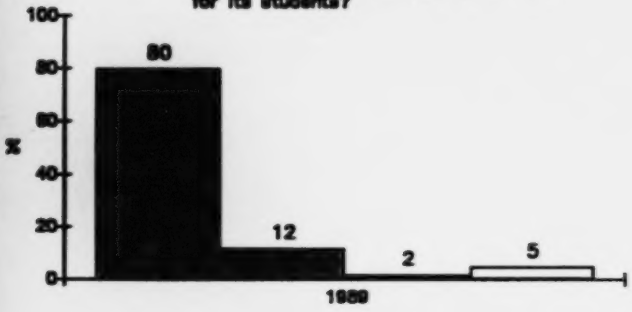
■ Always/Usually
■ Sometimes
■ Rarely/Never
□ Don't Know/No Answer

SCHOOL FACILITIES/CLIMATE

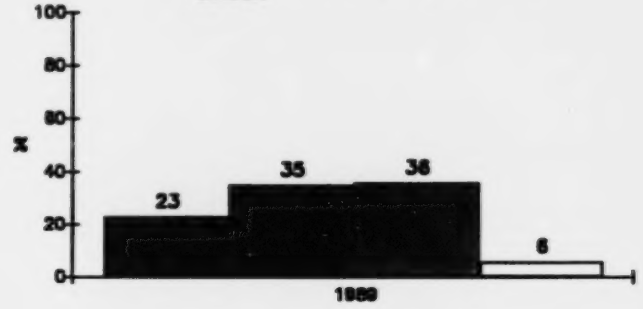
36. Are the school grounds and facilities kept clean and well-maintained?



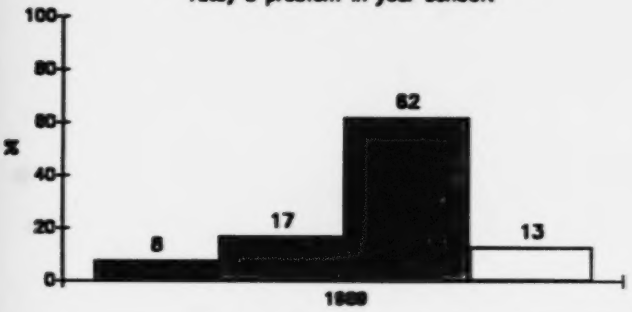
37. Do you feel that your school provides a safe and orderly learning environment for its students?



38. Is discipline (i.e. a high rate of student misconduct) a problem in your school?

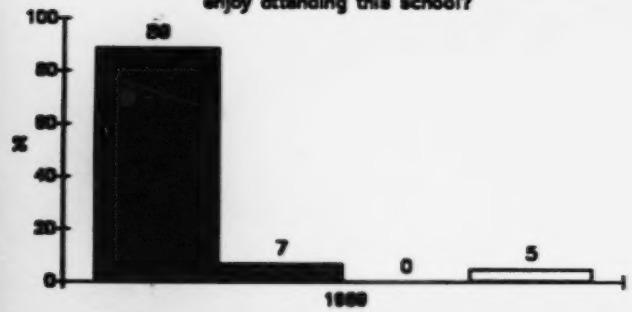


39. Is attendance (i.e. a high absenteeism rate) a problem in your school?

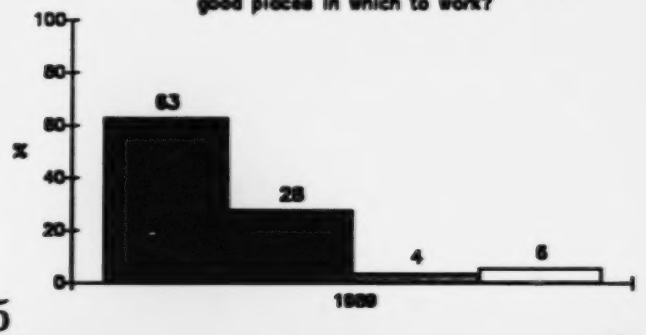


40. Would you say that your school has good school spirit and morale?

41. In general, do you think that students enjoy attending this school?



42. Do you feel that North York schools are good places in which to work?



SUMMARY OF SURVEY FINDINGS

Parents

The parents in our sample were generally satisfied with the programs being offered especially in reading, writing, listening and speaking, and physical education. They also expressed satisfaction with both the learning materials and learning equipment available in their child's school.

Parents who made comments suggested that they wanted a greater emphasis placed on the basic subjects of reading, writing and mathematics. Survey responses also indicated that more than one in four parents was unsure about the ways in which science, social studies, and health education were being taught. Approximately one-quarter of the sample was unsure as to whether extra help was available to their children when needed.

The most common additional comments in the general area of curriculum indicated that parents:

- perceived a need for more homework to be assigned
- desired smaller classes
- perceived a need for the school to provide more challenge, stimulation and encouragement to children, including above average children within the regular classroom
- were concerned about low academic standards.

Most parents were satisfied with the staff in their child's school including teachers, administrators, and support staff. Their most positive reaction was towards the classroom teacher(s) with whom parents have the most direct contact. In their general comments, most parents either indicated a generally positive attitude toward their child's school, the school staff, or their individual child's teacher(s).

Approximately eight out of ten parents felt welcome to visit or contact their child's school. A similar number of parents found the information that they received about their child's learning progress to be clear and understandable; about two-thirds of the parents indicated that the report card helped them to understand their child's achievements at school. However, approximately one-third of parents indicated that:

- they did not usually receive enough information about student progress
- they did not usually receive information as often as they would have liked
- they wanted more information about how they could help in their child's education.

Parents' comments tended to elaborate on the above concerns. Parents suggested that report cards should be more detailed and should include reference to standard indicators. Parents also requested more information about program content which teachers would be covering during the academic year.

Most parents were satisfied with school cleanliness and upkeep of school grounds and facilities, safety at the school, and school spirit and morale. While slightly more than half the parents indicated satisfaction with lunchroom arrangements, extra-curricular activities, and the handling of student discipline, about one-quarter of our sample did not respond to these questions or "did not know". In their comments, a number of parents did express concern about poor supervision in lunchrooms and a need for more extra-curricular activities (in both sports and "arts"). Comments also indicated some dissatisfaction with school discipline and concerns about inadequate playground supervision.

Seven out of ten parents said that their child usually experienced success in his/her school work; close to nine out of ten parents said that their child liked going to school.

It should be noted that many parents whose children were in kindergarten or were new to the school indicated that they were unable to answer many of the survey questions.

Teachers

Most elementary school teachers in the 44 schools surveyed felt that the educational goals and priorities for their school were clear. However, more than one-third of teachers did not feel that these goals were usually communicated clearly to parents. In addition, many teachers did not feel that they had adequate influence over school level or, to a greater extent, system-wide plans and decisions.

In considering North York curriculum, close to nine out of ten teachers indicated that in their schools:

- students were encouraged and provided with opportunities to achieve academic success
- students' progress was monitored regularly for the purpose of student improvement
- students were provided with experiences which foster personal, social and emotional growth and a positive self-concept.

Teachers expressed concerns about insufficient learning materials to support the curriculum for students in regular programs as well as for ESL/SESD and exceptional students. In commenting on curriculum, teachers most frequently expressed concerns about large class size, especially for classes which include children with special needs.

Approximately eight out of ten teachers felt that in-school staff (teachers, administrators, support staff) were doing a good job. In their comments teachers were generally positive about secretarial support. Concerns about a heavy workload were expressed by a small number of teachers.

While teachers reported adequate opportunities to contribute to the school environment, over one-third felt that their contributions were not usually recognized. One-fifth of the teachers felt that personnel and promotion policies were rarely fair; about one-third perceived policies to be fair and reasonable "sometimes".

Communication with parents about school programs, student progress, and decisions which affect parents or their children were perceived as adequate by most teachers. About one-third of teachers felt that parents were not usually adequately informed about what is expected of students and that programs offered in their school were not always consistent with parental values and expectations.

Teachers were generally positive about school facilities and climate. Although some teachers expressed concern about student discipline, most teachers felt that the learning environment was safe and orderly; and that school grounds and facilities were kept clean and well maintained. Nine out of ten teachers indicated that students enjoyed attending their school.

AREAS OF COMMENDATION AND AREAS REQUIRING FURTHER ATTENTION

Many of the survey results corroborated school review findings outlined previously. In addition, the following areas of commendation as well as areas requiring attention were suggested by perception survey results.

Principals and school staff should be commended for:

- excellence in teaching and for ensuring that, wherever possible, students experience success in their school work
- regular monitoring of student progress
- creating a safe and orderly learning environment for students
- engendering a positive attitude by parents towards their child's school
- creating a welcoming environment for parents in their schools.

Supervisory officers in co-operation with principals and school staff will be giving attention to:

- establishing clear academic expectations for students (especially in basic subjects) and sharing these expectations with parents
- ensuring that students are provided with sufficient challenge, stimulation and encouragement especially in classes in which academic achievement varies

- reviewing the provision of extra-curricular activities for students
- reviewing the adequacy of lunchroom and playground supervision
- developing clear expectations for student behaviour and strategies for addressing behaviour problems
- clarifying schools' educational goals and priorities for parents
- increasing the involvement of teachers in school-wide planning and decision-making.

Findings also suggested that supervisory officers should be giving attention to:

- increasing the involvement of teachers in system-wide planning and decision making, where possible
- teachers' understandings of personnel and promotion policies.

PROGRAM REVIEWS

OVERVIEW OF PROCESS

The North York system has always placed a strong emphasis on relevant, high quality curriculum based on Ministry of Education directions and the needs of our North York students and community. Through the Quality Assurance process, program reviews provide for the systematic gathering, interpretation and evaluation of information concerning school curricula/programs. Program reviews enable us to commend staff for excellent work and identify areas which need attention. Program Reviews also provide information to support continuous planning for growth across the system. A significant component of every review is the development of an action plan showing how data and recommendations from the review report will be acted upon in the future.

This year, staff focussed their efforts on completion of program reviews begun last year in the areas of Chemistry and Physics, Social Studies, and Dramatic Arts and the implementation of action plans developed for the Physical Education, Technological Studies and Core French reviews.

Each North York review is carried out in a similar fashion, i.e., a Steering Committee of North York staff:

- develop the review objectives
- participate in the selection and/or development of review instruments
- receive collated information
- develop recommendations.

In most reviews, a smaller working committee has responsibility for data collection, analysis and preparation of recommendations. Involving various system partners in the review process is valued as a way of:

- promoting the development and implementation of quality programs for students throughout the system
- providing opportunities for professional growth for staff
- fostering co-operation and commitment within schools and throughout the system.

A full report on each program review, outlining the process, the findings, the supporting data, the recommendations and the action plan for the review is available in the F.W. Minkler Library.

A brief overview of the highlights from each program review and actions taken to implement the recommendations is provided in this report.

PHYSICS/CHEMISTRY PROVINCIAL REVIEW

Program and Its Objectives

The 1987/1988 Provincial Review of Senior Division Advanced Level Physics and Chemistry was designed to provide a description of students' achievements and teachers' practices as well as a comparison of the intended, implemented and attained curriculum in senior division Physics (grade 12) and Chemistry (grade 11).

Nine North York secondary schools participated in the review: seven for Physics (297 students) and eight for Chemistry (393 students). The nine schools were part of a provincial review sample of approximately 180 schools.

Methodology

In May of 1988, review instruments were sent by the Ministry of Education to the schools involved where they were administered by the staff. Data also were collected from the individual (usually the department head) most closely associated with the course at each school, teachers and the students enrolled in these courses during the second semester.

Students were questioned about personal activities such as homework, watching television, part-time jobs, computer use, science related projects and reading; about their plans for post-secondary education; and about their attitudes towards science and its relationship to careers, gender, society and their schooling. They were also tested on their ability to answer a range of questions in each of the topic areas of the Physics and Chemistry courses.

Teachers were questioned about resources, teaching practices and evaluation strategies which they used. They also assessed the opportunity that students had to learn material required to respond to each of the student achievement questions and predicted student achievement.

Courses of study were collected for analysis.

Completed student and teacher questionnaires, test answers, and courses of study were returned to the Ministry of Education where they were assessed by provincial teams. In February 1989, the individual school reports were returned to the Board and were given directly to the schools involved. North York's Research and Evaluation Services Department produced a summary of North York Board results by compiling data from all schools. This summary, along with the provincial report, was presented to the schools involved so that they could compare their own results with Board and provincial data.

- increased emphasis on language-focussed teaching in Science
- increased use of computers in Science classes
- increased efforts to encourage female enrolment in Physics and Chemistry.

At the system level, these initiatives will be supported by actions including the following:

- allocation of computers with appropriate in-service and software to secondary schools over a three-year period
- in-service workshops on promoting gender equity in Science
- introduction of **Language In Science**, a resource document designed to help Science teachers incorporate language learning in Science.

As well, heads of Science have asked to plan and participate in a comprehensive Science Review in 1991 or 1992.

ELEMENTARY SOCIAL STUDIES REVIEW

In a balanced elementary program, Environmental Studies (Social Studies and Science), Communications and The Arts are each assigned one-third of the instructional time.

Objectives

The review focused on the implementation of elementary Social Studies guidelines, units and materials across North York with the purpose of making recommendations concerning the future direction of Social Studies in North York.

Methodology

A questionnaire was designed to sample teachers' attitudes and opinions about the teaching of Social Studies in North York schools. Over 800 questionnaires were distributed to teachers in all elementary schools by the school conveners, and 485 were returned.

The Findings

The following are highlights of the review.

- The Teachers' Planning Guide and Teachers' Strategies Manuals are particularly useful for teachers who have the time and motivation to design their own programs.
- Although the Social Studies units are perceived to be helpful by most teachers, it is clear that they would like to have a much broader selection of Social Studies units made available to them by the system, with a particular emphasis on units that contain a specific core of Social Studies topics, concepts, skills, and content for each grade and division.
- North York teachers are very positive about the concept of developing school plans for Social Studies.
- Delivery of the Social Studies program to students ranged from one to three hours weekly for a majority of teachers.
- The present style of the North York Science kits was overwhelmingly endorsed by teachers who wanted a similar kit developed for Social Studies.

Areas Requiring Further Attention

The following represents a sample of the proposals for action developed by the Coordinator: Primary/Junior Education:

- Develop an Environmental Studies scope and sequence framework that identifies specific Science and Social Studies teaching units.
- Develop additional Social Studies units.
- Provide Social Studies implementation workshops for teachers, program leaders and administrators through Summer Institutes and workshops in the schools and families.
- Address the need for leadership opportunities in the area of Social Studies.
- Establish a North York Elementary Social Studies Advisory Committee.
- Complete a three year plan for the development and delivery of elementary Social Studies to the system.

DRAMATIC ARTS/INTERMEDIATE DIVISION REVIEW

Dramatic Arts/Intermediate Division, a co-educational program in North York middle, junior high and secondary schools, engages students in a highly dynamic form of learning which not only develops appreciation of an art form but enhances the ability to understand self and others. Where Dramatic Arts is offered, students in grades 7, 8 and 9 are able to access the program either as part of regular classroom instruction or as a separate course. By grade 10, almost all students are able to select Dramatic Arts as a separate course. The program aims to develop social skills and an awareness of the viewpoint of others, language and communication skills, a sense of inquiry, critical appreciation, and enjoyment of classroom work and drama in a wider context.

Objectives

Information was gathered to identify strengths of the Dramatic Arts program in grades 7 to 10 and areas needing attention. Specifically, the review included data about program delivery and resources, funding, teaching strategies, student evaluation and teacher professional development.

Methodology

Data were collected during June and September from two sources.

- Questionnaires were completed by all principals and teachers responsible for delivering Dramatic Arts programs to intermediate students at middle, junior high and secondary schools.
- Interviews were held with a small number of principals and teachers to provide clarification of the questionnaire data.

The Findings

The following are **areas of strength** identified in the review:

- Teachers report that students demonstrate improved communication skills and an ability to present themselves effectively
- Administrators and teachers spoke of the enhanced ability of students to work co-operatively in group situations with tolerance and understanding
- Most teachers use Dramatic Arts as an effective means of exploring multi-racial or cultural issues with students
- Teachers use a wide variety of techniques to evaluate student progress in Dramatic Arts
- Workshops and performances by artists-in-the-schools enhance the development of an understanding of drama as a medium for learning and as an art form.

Areas which need **further attention** include the following:

- An overall lack of continuity in the delivery of Dramatic Arts/Intermediate Division is evidenced by inconsistencies in program delivery, principal/teacher expectations, funding, lack of program resources and clear direction with respect to learning objectives, time allocation and student access to programs.

- There is a need for a North York Dramatic Arts/Intermediate Division guideline as well as teacher resource materials particularly at the grades 7 and 8 level where Dramatic Arts is often taught as part of the core program.

- The disparity between principal and teacher expectations with respect to program delivery indicates a need for increased dialogue concerning the role that Dramatic Arts can play within the school and the provisions that must be made to support this role.

- The issue of time allocation for the teaching of Dramatic Arts, as one of three Arts components at grades 7 and 8, must be addressed.

- Inconsistencies and inequities in the provision of funds for Dramatic Arts hinder the development and delivery of programs across the system.

- It is apparent from the findings that equal access to Dramatic Arts programs is not available to all students in the Intermediate Division.

Future Action

Based on the review findings, the Steering Committee formulated a set of proposals that will serve as the basis for the development of a detailed action plan.

PHYSICAL AND HEALTH EDUCATION REVIEW

A review of the Physical and Health Education program for grades 9 and10 was conducted in 1986-87. The objectives of this review were:

- to study the staffing and morale implications of the current relationship between curricular and co-curricular activities

- to examine aspects of the intended, implemented and attained curriculum in grades 9 and 10

- to identify the perceptions of students, administrators, teachers and parents with regard to:

    a) grade 9 and 10 curriculum as a whole
    b) the entire co-curricular program

- to assess the facilities, equipment and resources (human, physical and monetary) available to support curricular and co-curricular programs

- to examine the roles of the in-school curricular and co-curricular programs.

In response to the findings of this review, 36 specific recommendations were developed. The following is an outline of actions taken in 1988-89.

- In the fall, 1988, the North York Board of Education presented a position statement to the Ministry of Education with respect to Physical and Health Education requirements for diploma purposes.

- In order to develop resource documents for the proposed Ministry Guideline in Physical and Health Education, a writing team will be selected. Two North York representatives are working with other Metro Boards to develop an OAC Resource Guide.

- A committee was established to investigate the following: individualized programming, new approaches to student grouping, flexible hours for instructional and facilities management, the awarding of partial credits for co-curricular participation and the feasibility and desirability of de-semestering Physical and Health Education in all schools in grades 9 and 10. A report and recommendations on these topics have now been prepared.

- The North York Secondary School Athletic Association has formed several sub-committees to examine the following issues related to interschool sports activities: policies with respect to student behaviour at athletic events, evaluation of student athletes, honoraria schedules, strategies to encourage a balance of male and female coaches, and scheduling of sporting events.

- A committee was established to review the role of the public health nurse in schools. A report has been completed and an action plan developed.

Future Actions

In addition to continuing with actions initiated in 1988-89, plans for 1989-90 will focus on implementing the remaining actions and communicating the status of the action plan to all system partners.

TECHNOLOGICAL STUDIES REVIEW: PHASE I, SECONDARY SCHOOLS

Phase I of the review of Technological Studies was conducted between September, 1986 and February, 1988 and focussed on Technological Studies in the secondary schools.

The main objectives of this study were:

- to develop general statements of purpose for technological studies
- to identify the perceptions of students, staff, administration and the community about technological studies
- to investigate and recommend an appropriate strategy for the incorporation of advanced technology concepts into technological studies curriculum
- to investigate the desirability and feasibility of greater emphasis on service-oriented programs.

In the follow-up to this review, major attention has been devoted to:

- publicity, promotion and marketing
- program/career guidance
- capital equipment
- professional development.

Specific actions carried out in each of these areas are outlined below.

Publicity, Promotion and Marketing

In the implementation of the action plan for the period September, 1988 to December, 1989, priority was given to addressing the problems of awareness, image and declining enrolment through improved publicity, promotion and marketing. A committee has met each week since September and in consultation with the Director of Communications will have developed a promotional package for use in the system by November of 1989.

Program/Career Guidance

The Coordinators of Technological Studies and Counselling Services developed and implemented a joint counsellor/technical personnel program geared to extend the counsellors' career knowledge in the technical areas. In addition, a person has been seconded for a period of one year and assigned to the Counselling and Student Services Department to refine and implement a proposal that will focus on the implementation of careers across the curriculum.

Capital Equipment

A plan has been developed for the purchase of appropriate replacement and additional high technology equipment to address needs at both the middle and secondary school levels. Funding for this plan has been approved for use in 1989.

Professional Development

The impact of technological change and the introduction of advanced technology into the curriculum makes it imperative that the Board provide for regular updating activities to assist teachers of technological studies to become and remain current. To that end, training activities have been provided in the following areas:

- computer assisted drafting
- computer assisted machining
- programmable controllers.

The training and updating of personnel is viewed as an essential component for the successful implementation of technological changes. A workshop on computer graphics layout is planned for the fall, 1989. It is anticipated that North York will continue to offer teachers of technological studies a variety of professional development activities in the future.

TECHNOLOGICAL STUDIES REVIEW: PHASE II, INDUSTRIAL ARTS

Phase II of the Technological Studies Review was conducted in 1987-88. This study dealt with the Industrial Arts program offered in North York middle and junior high schools, grades 7 through 9. The objectives of this review were:

- to determine the current student enrolment and the time allocation patterns for industrial arts programs in middle and junior high schools
- to examine the extent to which the core aims and the expected practices, as articulated in the North York Industrial Arts Guideline, are delivered in the Intermediate grades 7, 8 and 9
- to examine the present complement of industrial arts staff to help in planning for the future.

The follow-up to this study has focussed on:

- staffing
- industrial arts program time allocation
- core aims and elements of a comprehensive industrial arts program
- curriculum renewal.

Specific actions carried out in each of these areas are outlined below.

Staffing

Personal letters have been sent to the seven staff members holding only Part I or Part II, Industrial Arts certification encouraging them to upgrade this certification.

The Personnel Services Department of the North York Board, the Ministry of Education, the Ministry of Colleges and Universities, and the Design and Technology Teachers' Association of Ontario have been alerted to our anticipated shortage of certified teachers of Industrial Arts.

The feasibility of the North York Board offering teacher training courses leading to Industrial Arts certification for North York staff is being investigated. In addition, 19 personal letters have been sent to certified teachers on staff but not currently teaching in the Industrial Arts area.

Industrial Arts Program Time Allocation

It was recommended in the 1988 Technological Studies Review Report, Phase II, that a minimum total of 80 hours of Industrial Arts program be provided by the end of grade 8 for all students. A follow-up survey of all middle and junior high schools was conducted in January, 1989, to monitor the implementation of this recommendation. Results indicated an increase in the average amount of time allocated for Industrial Arts from 1987-1988, but identified five schools that were below the recommended allocation. Administrators of these schools will be asked to make the necessary adjustments in their schools to bring the Industrial Arts total program time allocation up to the minimum expected standard. Supervisory Officers will be monitoring principals' adjustments.

Core Aims and Elements of a Comprehensive Industrial Arts Program

In-school administrators and Industrial Arts teaching staff have been encouraged to enter into mutual dialogue with a view toward establishing common understandings about the features of a good program in Industrial Arts. It was suggested that dialogue focus on the Technological Studies Review Report and the outline of core aims of Industrial Arts education and the elements of a comprehensive Industrial Arts program as described in the **Intermediate Industrial Arts Curriculum Guideline**, 1981.

Industrial Arts teachers have been encouraged to make greater use of written and spoken communication by students, as outlined in **Language Across the Curriculum**. Strategies for achieving this goal were included in an issue of **The Industrial Arts Newsletter**.

Industrial Arts teachers have been advised of the necessity of adhering to standardized safety, first aid, and accident reporting procedures. Standardized procedures are now outlined in the new North York **Technological Studies Safety Manual** (1988).

Curriculum Renewal

A Middle Level Curriculum Steering Committee (Design and Technology) was established in April 1989, and includes the Industrial Arts program leader and representatives from the middle level, junior high and secondary panels. The following areas of concern are being addressed as part of the proposed Industrial Arts curriculum revisions:

- the material casting process
- the deliberate and sequential study of scientific principles
- material study as a specific research requirement
- the design process, as advocated in Part C of the guideline
- the sequential progression of drawings of increasing complexity
- evaluation of student progress.

The Middle Level Curriculum Steering Committee (Design and Technology) has also begun to:

- address the need for articulating curriculum units of study for the grade 6 program

- further analyze the information gathered from the Curriculum Gap Analysis and from the teacher interviews to identify additional areas of the curriculum which are in need of attention

- investigate current trends in technology and technology education by having North York staff attend international conferences in technology and technology education. Information about Industrial Arts programming has also been requested from other Canadian and American boards of education.

Future Actions

The continual updating of the action plans will provide the opportunity to deal with any area of focus needing further attention. In addition to continuing with actions initiated in 1988-89, the following areas have been identified for further attention:

- **Staffing**: Continued efforts are required in order to avert an imminent shortage of certified teachers of Industrial Arts.

- **Program Title Change**: A plan needs to be established to introduce and promote (when it becomes official) the change of name from Industrial Arts to Design and Technology.

- **Curriculum**: Staff development activities will be required to assure smooth implementation and a proper understanding of revisions in curriculum. A mini-conference on evaluation of student progress, with special consideration being given to the practical nature of Industrial Arts, is planned for February 15 and 16, 1990.

CORE FRENCH REVIEW

This review was conducted in 1987-88 and focussed on program implementation practices and program outcomes for the elementary Core French program, grades 3-8. Also considered were issues such as the appropriateness of student learning materials, the adequacy of consultative support and supervision for Core French teachers, and language skills and professional development needs of Core French teachers.

In November, 1988 an action plan was developed in response to the findings of the Core French Review and addressed the following four areas:

- curriculum documents and provision of learning materials
- improving program delivery
- professional development for teachers of Core French
- resources needed to staff the program.

The following is an outline of specific actions taken in 1988-89.

Curriculum Documents and Provision of Learning Materials

Actions have been taken with a view toward updating curriculum guidelines, introducing new learning materials, and attending to cultural objectives.

- Modern Languages staff has met with teacher representatives from the French Curriculum Committee to design a format for the revised North York guidelines. This project will be incorporated into the 1990 budget.

- Provision has been made for the purchase and introduction of new learning materials for grades 4, 5 and 8 in 1989-1990. Implementation support workshops are planned for 1989-1990.

- Guidelines for teaching towards cultural objectives have been included in the plan to revise the North York Core French guidelines and workshops on this topic were conducted.

- Principals, French teachers and consultative staff have been made aware of the need to attend to cultural objectives in the selection and development of learning materials. New recommended texts have been selected using the appropriateness of cultural content as one of the criteria for selection.

In addition, steps have been taken to identify and purchase high quality audio-visual materials, to identify suitable French reading materials and to ensure that provisions have been made for the purchase of learning materials at individual schools.

- Film and video previewing committees have been established. Three new French TV series have been purchased (43 videos).

- Workshops have been given for resource librarians focussing on identifying suitable French reading materials. A listing of readers has been prepared for the intermediate division. Also, an annotated bibliography of suitable French reading materials was prepared by the New Resources Librarian at Peckham Centre and sent to schools.

- Principals have been made aware that accountability for the provision of learning materials rests with the school principal. Allocations have been made to each school's budget for the purchase of new learning materials and supplies, and for the provision of out-of-class activities.

Improving Program Delivery

Improving program delivery has focussed on clarifying expectations for exemplary classroom practices. To ensure that staff understand expectations with regard to exemplary practice, the following actions have been taken.

- Eight workshops were organized by program leaders and Modern Languages staff. Topics included:

    - implementation of new grade 3 and grade 6 programs
    - use of grouping at the grade 7 level
    - communicative language teaching
    - teaching culture
    - use of French as the language of instruction
    - program evaluation
    - program modification for exceptional students.

- A series of six workshops were organized for Western Region French teachers to assist them in integrating other curriculum content into the Core French class

- A summer seminar for elementary French teachers will take place August 17 to 23, 1989. In addition, 10 intermediate division teachers will be funded to attend a three-day conference in August organized by the Ontario Modern Languages Teachers' Association. This conference focusses on Core French at the intermediate level.

- Two sessions for supervisory officers on the findings of the Core French Review were organized, as well as a session for the Western Region Curriculum Council.

- A set of workshops for principals will be offered in September/October, 1989, as well as further professional development for teachers.

Other actions taken to improve program delivery have focussed on out-of-class communicative activities, material/human resources needed, supervision and evaluation of Core French teachers and combined-grade classes.

- Monies have been allocated to schools in the 1989 budget for provision of out-of-class communicative activities. A total of 44 elementary, middle and junior high schools have used special funding for this purpose in 1988-89.

- A bilingual co-op student from Waterloo University was employed as a teacher's assistant at Woodbine Junior High School for four months.

- Documents on teaching Core French to exceptional students have been prepared for grades 3 to 6 and grades 7 and 8.

- A position paper on teaching French to ESL/SESD students is in preparation by the Coordinator of ESL/SESD.

- Assistant Superintendents have met with their principals to discuss supervision of Core French teachers.

- Probationary teachers of Core French have been evaluated by staff who understand French.

- French language "screeners" have been identified to evaluate French proficiency of candidates for teaching positions, and a committee has been formed to investigate the process of evaluating the French competence of current teachers of Core French.

- A description of the Core French program for parents will be written in the summer of 1989.

- A document for teachers regarding combined-grade classes was prepared and distributed in the fall of 1988. Teachers of these classes were allocated additional learning materials and were provided with workshops specifically devoted to the topic of combined-grade classes.

Professional Development for Teachers of Core French

In addition to workshops described in the previous two sections, professional development activities have addressed the need for orientation sessions for new teachers and the provision of workshops focussing on the development of student materials.

- Personnel Services are organizing orientation sessions for the summer of 1989 for new teachers.

- Program leaders organized three "make and take" workshops to assist Core French teachers to develop supplementary materials.

- As part of the 1989 Summer Session, participants will be able to develop materials for their classes at the Peckham Centre.

Resources Needed to Staff the Program

Actions have focussed on the use of integrated and itinerant teachers and the hiring of supply teachers.

- The definition of "integrated" teacher has been changed to permit teachers to be assigned one class only wherever possible.

- Assistant Superintendents and principals will assign integrated teachers one class only where possible beginning in 1989-90.

- The staff allocation formula for itinerant teachers has been adjusted to minimize the number of schools to which each itinerant teacher is assigned.

- Active recruiting has taken place to address the need for qualified supply teachers for Core French. Advertisements have been placed frequently. A number of teachers who possess Ontario Teacher Certification and French fluency, have been identified as supply teachers.

Other

- The Coordinator of Modern Languages has prepared a report which reviews the present delivery of required hours of instruction for discussion by senior staff.

- A review of the numbers of students selecting French after grade 9 will commence in June, 1989.

Future Action

In addition to continuing with actions initiated in 1988-89, plans for 1989-90 will focus on:

- provision of training sessions for principals with regard to effective teacher and program evaluation strategies
- the feasibility of introducing French-language maintenance/upgrading courses
- creating leadership opportunities for French programs.

CONCLUDING COMMENTS

Over the years North York schools have built a strong reputation for innovative, quality programs. North York students have benefitted greatly from these programs and from the energies of teachers.

Our students have won many awards for their accomplishments in every area of the curriculum. In the past year, dozens of students have been recognized for their outstanding accomplishments in academic as well as co-curricular pursuits. A few examples include:

- North York's top three graduates in 1988 (with respective averages of 99.3, 98.3 and 97.7) were also among Metro's top scholars
- a North York student received the George J. Bassel Citizenship Award for exemplary behaviour, citizenship and awareness of government procedures and ethics
- a North York student finished first in the North York and Ontario cross-country running championships
- a North York student was awarded the Women in Leadership Mathematics or Applied Science Award, and an $8,000 scholarship at the University of Toronto
- a North York student won the North American Orienteering Championship
- a North York student won first prize at the Royal Canadian Legion Literary and Poster Contest
- a North York student collected silver and bronze medals for running and the long jump at the Ontario Games in track and field
- a North York student won the Florence Hood-Bryson trophy for overall excellence in music at the Kiwanis music festival and was invited to study at the Juilliard School of the Arts in New York City
- a North York student finished first in the Royal Canadian Legion's Remembrance Day Literary Contest and the Royal Canadian Legion's Public Speaking Contest; and
- a group of five North York students were awarded the Herbert H. Carnegie Future Aces Award for outstanding citizenship.

Success and achievement for every child are incorporated in our belief statements. In addition to academic credentials, North York chooses teachers based on their sensitivity to the needs of individual children and their commitment to student achievement.

Our students and our staff are the reason for our motto:

CHAMPIONS IN EDUCATION

OBJECTIVES FOR SCHOOL REVIEWS

School Plan

A major focus of school reviews is the school plan and objectives related to that plan. Specific objectives for examination in the reviews are to be decided in consultation with the principal and school committee.

Demographics

1. to consider demographic profile of the school
2. to obtain information about how students newly arrived in Canada are received in the school.

Program

1. (a) to examine the roles of school leadership personnel in the design and delivery of program appropriate to the needs of students
   (b) to examine the focus of the program planning activities in which leadership personnel and teaching staff engage
2. to examine the extent to which the school has a clear, school-wide philosophy regarding the delivery of program
3. to examine the extent to which program is modified to meet students' needs
4. (a) to examine the policies and practices for student evaluation within the program
   (b) to examine teacher procedures for monitoring in and out-of-school assignments
5. to assess the suitability learning resources/materials used for curriculum delivery
6. to examine the extent of integration of computer use in primary and junior programs.

Students

1. (a) to examine the extent to which all students are provided with a balanced educational program
   (b) to identify teacher perceptions of students' success in their learning experiences
2. (a) to examine the extent to which all students are provided with experiences which foster their personal, social and emotional growth, and the development of a positive self-image
   (b) to identify teacher perceptions of personal, social and emotional growth of students in the school
3. for Intermediate and Secondary schools, to examine the extent to which students are provided with opportunities to acquire the skills and attitudes that will lead to satisfaction and productivity in the world of work
4. to examine issues related to Home-School relations and communication with parents about students and the school.

Plant Facilities

1. to examine the school and grounds in terms of their aesthetic qualities
2. to examine environmental issues affecting staff and students
3. to examine issues related to maintenance and repairs-refurbishing
4. to examine issues related to community use of plant/facilities.

Personnel

1. to examine the implementation of the Supervision for Growth policy.